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ABSTRACT

The objectives of this project were four-fold: (1) to identify new or improved procedures for assisting schools in conducting program evaluation, (2) to test and demonstrate evaluation procedures to determine whether the secondary and post-secondary programs of vocational education in Central Kentucky are fulfilling the stated objectives, (3) to develop state and local leadership competencies needed for evaluating programs of vocational education, and (4) to help local personnel become proficient in identifying needs and in using correct prescriptive techniques for assessing deficiencies. Though the attention was focused on local leadership and evaluative problems, it was the intent that the procedures developed would be used by all regions of the state. The systematic steps for the operation of the Vocational Education Evaluation Project (VEEP) were the following: (1) Needs assessment, (2) Philosophy development, (3) Formulation of objectives (4) Statement of criterion, (5) Data collection, (6) Data analysis, (7) Formulation of recommendations, and (8) Decision-making. Workshops, conferences and progress review meetings were held for participants. Findings, recommendations, and conclusions are included. (Author/SN)

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COMMONWEALTH OF KENTUCKY
VOCATIONAL EDUCATION
EXEMPLARY PROGRAM PROJECT

FINAL REPORT

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FINAL REPORT

CENTRAL KENTUCKY

VOCATIONAL EDUCATION EVALUATION PROJECT

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October, 1972

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PREFACE

The Central Kentucky Vocational Education Evaluation Project (VEEP) was a pilot effort funded by the Kentucky State Department of Education through the Bureau of Vocational Education. The project was administered by the Supporting Services Unit with specific responsibility lodged with the Research Coordinating Unit for Vocational Education and the State Program Evaluation Unit.

This is a final report on the project. It summarizes all the activities carried out and includes the outcomes of the evaluation effort. Since VEEP was a pilot project, special attention should be given to the conclusions reached and the recommendations offered. It is hoped that they will have implications for other vocational education evaluation efforts.

ACKNOWLEDGMENTS

The project staff wishes to express its sincere appreciation to the local school personnel for their cooperation and enthusiasm in planning and conducting the project. The assistance and encouragement of the Kentucky State and Regional Evaluation Task Forces for Vocational Education were most helpful in assuring the success of the project.

Special appreciation is expressed to the local project directors in the school systems for their patience, understanding, and enthusiasm. To an outstanding group of consultants the project staff is most grateful.

We are most indebted to Dr. Harold M. Byram for the original structuring of many of the concepts used in the project.

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CHAPTER I

INTRODUCTION

Background of the Project

In recent years there has been an ever-increasing cry for accountability in education. All types of educational agencies and institutions are being asked to justify their right to continue to function. In this light, those who are responsible for operating the educational program have realized that only through rigorous and continuous evaluation can they determine how well their programs are functioning and what realistic new directions exist. Vocational Education has not been excluded from this emphasis on self examination.

In vocational education, the concern for evaluation has received a great deal of impetus from the 1963 Report of the President's Panel of Consultants on Vocational Education. This report had a tremendous effect on the Vocational Education Act of 1963 (P.L. 88-210) and the subsequent Vocational Education Amendments of 1968 (P.L. 90-576).

Vocational educators are now required by law to carry out evaluation activities. The 1968 Amendments to the 1963 Vocational Education Act specifically require each state receiving Federal vocational education funds to submit an annual evaluation report to the U.S. Commissioner of Education and the National Advisory Council. This report must contain: (1) the results of the evaluation of programs, services, and activities carried out under the State Plan for Vocational Education. (The evaluations must examine the effectiveness of these programs, services, and activities in meeting the program objectives set up under the long-range and annual program plans) and (2) such recommended changes as are deemed necessary by the State Advisory Council for Vocational Education based on the results of the evaluations.

In compliance with the Federal legislation, the State Plan for Vocational Education requires local education agencies to submit long-range and annual program plans and to provide the results of evaluation efforts as evidence of needs and accomplishments.

Even if there were no requirements for evaluation, vocational educators would be less than professional if they did not conduct evaluation activities. A desire to learn what educational approaches are best and why and a desire to examine the learning process are earmarks of the professional; and in many cases, evaluation activities and these research activities are closely related. There is a need for the type of evaluation activities which can answer some of our basic questions.

In addition to legal and scientific needs for evaluation, there is a moral need. We have a trememdous responsibility to society. We must provide students with job skills, knowledge, and attitudes which will make them employable. We have an obligation to justify the large expenditures of time, money, and human effort used to carry out this responsibility. We also have a moral obligation to demonstrate that we are doing the best job of which we are capable in our attempt to serve the needs of all citizens in light of their interests, needs, and abilities. It is only through evaluation activities that we can legally, morally, and scientifically plan for future programs, services, and activities.

Today, it is not a question of whether we shall evaluate, but, "How we shall evaluate." It has been indicated that program evaluation is the basis for sound decision-making. Evaluation is not something done periodically as an added part of the duties of vocational educators. It must be a vital part of the educational process and it must be continuous.

If evaluation is a vital, continual undertaking, then it must be carried out systematically. It must be tied to the other elements of the vocational education endeavor. It must provide information to all parts of the system so that changes can be made where needed. It was this concern over the need for systematic evaluation that led to the development of VEEP.

Several nation-wide and state evaluation studies provided a background for this project. These include the National Evaluation of Vocational Industrial Education by the American Institute for Research (9), the study of community college technical education (6), the Model to Evaluate State Programs of Vocational Education (8), Project Vo-Ed (4), and the Joint State-O.E. Task Force on Evaluation (5).

Three other studies in particular influenced the approach utilized in VEEP. These Federally-supported research projects were carried out at Michigan State University under the leadership of Dr. Harold M. Byram. The Michigan Project on Evaluation of Local Programs of Vocational Education and a Developmental Vocational Education Research and Teacher Education Program based on Clinical School Concept (1) were the two projects that led to the model used in the VEEP project. The model was tested again in the Multi-State Project on Local Program Evaluation (2) which was coordinated at Michigan State University. VEEP, though not a multi-state project, had similar purposes and approaches.

The two projects Dr. Byram coordinated were conducted to test and demonstrate a system for local evaluations of vocational education programs. The results of the projects led to the formulation by Dr. Byram and his associates of a manual for use by administrators,

teachers, and citizens. The emphasis of the manual, entitled Evaluation of Local Vocational Education Programs, is on local involvement in an evaluation based on local objectives. The three Michigan State University projects and the manual were extremely influential in the direction of VEEP.

STATEMENT OF THE PROBLEM

There was within the Bureau of Vocational Education a provision for State Program Evaluation in keeping with legislative mandates. In terms of formal organization for coordinated local, regional, and state evaluation efforts, however, no organizational relationships existed.

Not only was there a lack of formal organization, but there were no formal evaluation procedures. Evaluation in a systematic way was not being successfully carried out. Those responsible for operating vocational education programs, especially at the local level, did not possess the expertise in evaluation and organization necessary for effective vocational education evaluation.

The problem faced by vocational educators was two-fold. They needed to know both how to organize a successful evaluation effort and what procedures and techniques could be used for successfully evaluating local, regional, and state programs. The problem was: "How can school personnel and school systems be organized, train their personnel, develop or adopt evaluation procedures and techniques, and implement a locally administered-state assisted evaluation effort?"

OBJECTIVES

The objectives of VEEP, as stated in the original proposal, were as follows:

1. To identify new or improved procedures for assisting schools in conducting program evaluation.

2. To test and demonstrate evaluation procedures to determine whether the secondary and post-secondary programs of vocational education in Central Kentucky are fulfilling the stated objectives.

3. To develop state and local leadership competencies needed for evaluating programs of vocational education.

4. To enable personnel in the local and regional schools to be more proficient in:

   a) identifying community and individual needs,

   b) writing a vocational education philosophy,

   c) writing performance objectives,

   d) identifying the essential elements of a product-oriented program evaluation effort,

   e) writing a product oriented evaluation plan for their local and/or regional program of vocational education,

   f) identifying the steps in organizing and using a citizens advisory committee,

   g) developing and administering follow-up instruments demonstrated to be successful by research,

   h) analyzing data and developing recommendations based upon the analysis of data, and

   i) identifying successful procedures and techniques for dissiminating and implementing evaluation findings.

Project Focal Points

The project focused on several points of emphasis. The first of these was local involvement. The project stressed the involvement of local people because they are ultimately responsible for implementing program changes. Importance was placed on self-evaluation by local citizens, students, and local school professional personnel concerned with the program rather than evaluation by outside experts. Local people responsible for and affected by vocational programs do make appraisals of these programs regardless of the information or lack of information they possess for making such evaluations.

The project emaphsized the importance of local objectives. Objectives were formulated and/or revised by the local citizens, local school personnel, and students. Objectives were stated so as to clearly indicate what the person completing the program was expected to be able

to do. Importance was placed on determining the extent to which the local school objectives were being met. Programs were not compared with other schools, with other vocational program areas, or with theoretical standards. The position taken was that a program can be evaluated effectively and efficiently only when those performing the evaluation function know what the program was striving to accomplish.

The project concentrated on product-oriented evaluation. The emphasis was on effectiveness rather than abstract standards of excellence. This product or output orientation contrasted with most accreditation and state evaluations which emphasize process elements or ways and means. The importance was placed on the students' attainment of the behavior specified by the objectives. Based on the findings of the evaluation effort it was anticipated that certain process elements or inputs of the educational program would need to be altered.

The project was centered on vocational education, and the focus was on the total vocational or occupational education program of the school. All parts of the curriculum having vocational objectives were considered.

Attention was focused on local problems of evaluation and on local initiative and leadership in solving these problems as they were supplemented by effective specialized consultant service. Important elements of the evaluation project included strong administrative commitment, competent faculty leadership, use of staff and citizen committees, provision of time for faculty and project leaders to perform evaluation tasks, and effective consultant services.

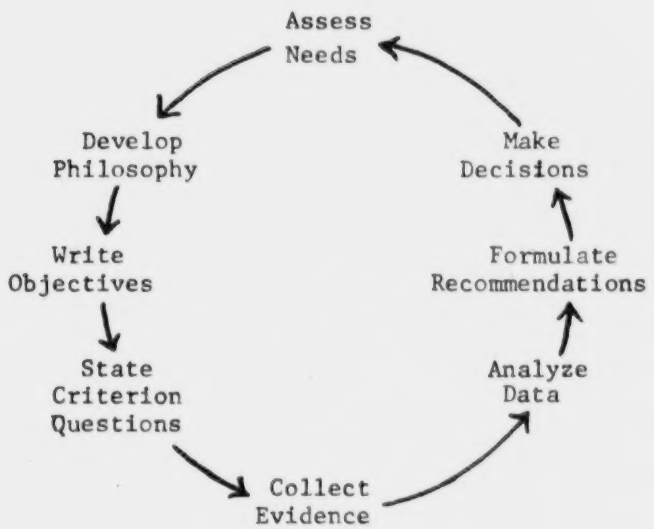
It was the ultimate intention that the procedures developed in this project would be used by all regions of the State. The compilation of the local and regional evaluations would comprise a major element in the evaluation of the State program of vocational education.

Planning and Evaluation System

The planning and evaluation system utilized in VEEP is graphically illustrated on the following page:

SYSTEM FOR PLANNING AND EVALUATING PROGRAMS

Administrative Commitment	Organization	Planning for Evaluation	Implementation	Action
Administrators & Governing Boards	Student Committee Staff Committee Citizens Committee	Develop Evaluation Plan	Assess Needs Develop Philosophy and Objectives State Criterion Questions Collect Evidence Analyze Data Formulate Recommendations	Make Decisions



The system specifies the relationships which should exist for the purposes of planning and evaluation. Administrative commitment is an essential first-step. Organizing to do the job logically follows. An evaluation plan then must be developed and finally the implementation phase consisting of several components must be executed.

Implementation must begin with an assessment of the present situation in order to identify needs. An overall philosophy of vocational education must be developed and agreed upon. Measurable, behaviorally stated objections must be developed. Criterion questions must be stated in such a way that the answer called for would help determine to what extent the objectives were attained. When these questions have been chosen, evidence of the attainment of objectives must be collected and analyzed in light of the criterion questions. From this final analysis of evidence or data comes the basic material used in formulating recommendations.

After recommendations have been derived, decisions based on the recommendations must be made. The decisions may involve accepting or rejecting the recommendations or they may involve modifying philosophical statements, goals, or behavioral objections. In fact, these decisions may affect any part of the evaluation process.

CHAPTER II

METHODS AND PROCEDURES

CONDUCTING THE PROJECT

This chapter presents a description of procedures involved in the Central Kentucky Vocational Education Evaluation Project. It gives details of the funding of the project, the management scheme, orientation activities, workshops and conferences conducted, progress review meetings, materials used or developed, and other activities carried out.

FUNDING THE PROJECT

The chief problem encountered was the late date in the school year at which the project was funded. Without assurance of funds, the state project staff was unable to contact schools regarding their participation. This delayed start was a major factor in the refusal of some school systems to participate in the project. It undoubtably caused a hardship for other schools in adjusting schedules for local project personnel.

As the project progressed, it was necessary to adjust the budget periodically.

MANAGEMENT OF THE PROJECT

Directors

State leadership and assistance for the project was provided by personnel in the Kentucky Research Coordinating Unit for Vocational Education (KRCU) and the State Program Evaluation Section of the Kentucky Bureau of Vocational Education. The project director was Dr. Floyd L. McKinney, Assistant Professor, KRCU, University of Kentucky, Lexington. Assistant Project Directors were Mr. C. O. Neel, Coordinator, State Program Evaluation, Supporting Services Unit, Bureau of Vocational Education, Kentucky State Department of Education, Frankfort, and Dr. Alfred J. Mannebach, Assistant Professor, KRCU, University of Kentucky, Lexington.

The responsibilities of the project directors called for them to carry out the following activities.

1. Initiate and conduct conferences and workshops to further develop the evaluation competencies of representatives from the cooperating schools.

2. Provide for consultative service on evaluation of vocational education in general and within vocational fields.

3. Provide for an evaluation manual, evaluation instruments, related materials and limited computer services.

4. Analyze records, reports and other data from cooperating schools.

5. Prepare and publish reports on the project.

Regional Staff

Staff members of the Central Kentucky Education Region who were involved in VEEP were:

Claude W. Howard - Director

Arthur Corns - Coordinator of Reimbursed Programs

Walter Brown - Coordinator of Direct Operated Programs

Kyle Ramey - Guidance Counselor

Hetzel Cole - Business Manager

Members of the regional staff were responsible for assisting in providing leadership for VEEP. They were also responsible for assisting those in the regional schools who required assistance in any of the phases of the project.

University Groups

Representatives from three universities and/or colleges within the region participated in the project. Those representatives were:

Eastern Kentucky University

Dr. Roberta B. Hill, Chairman
Department of HEC
Barrier Building
Eastern Kentucky University
Richmond, Kentucky 40475

Dr. Alfred Patrick, Chairman
Business Education Department
Eastern Kentucky University
Richmond, Kentucky 40475

Kentucky State College

Dr. William W. Bearden, Head
Department of Industrial Arts
Kentucky State College
Frankfort, Kentucky 40601

University of Kentucky

Jack McElroy, Instructor
University of Kentucky
45 Dickey Hall
Lexington, Kentucky 40506

Billy J. Vice, Instructor
University of Kentucky
7 Dickey Hall
Lexington, Kentucky 40506

University and college personnel were asked to participate in all workshops, conferences, and progress review meetings so that their institutions would be informed regarding the evaluation principles and procedures that were put into effect. It was hoped that the undergraduate and graduate programs in these institutions would benefit from the involvement of staff members in the project.

The university and college representatives made valuable contributions to the meetings in terms of sharing with other participants the views of their institutions as well as their own experiences and opinions.

Bureau of Vocational Education

Several persons from the Bureau of Vocational Education were involved in the VEEP effort. These persons were responsible for providing leadership and actively participating in VEEP activities. The Bureau personnel who were involved were:

Dr. Carl P. Lamar
Assistant Superintendent of Public Instruction
for Vocational Education

Charles D. Wade
Associate Director
Program Development Unit

Mary Lois Williamson
Associate Director
Supporting Services Unit

Steve Marcum
Associate Director
Program Operation Unit

Regional Evaluation Task Force

A task force composed of one member from each of the vocational education regions of Kentucky was formed. Members of the Regional Evaluation Task Force were asked to participate in all workshops, conferences, and progress review meetings so that they would be better prepared to initiate the evaluation system in their regions.

This Task Force was composed of the following persons:

Ben L. Abraham
Harlan Area Vocational School
HARLAN REGION

John M. Adams, Jr.
Regional Coordinator of Reimbursed Programs
SOMERSET REGION

Dr. Charles Aebersold, Guidance Counselor
Jeffersontown Area Vocational School
LOUISVILLE REGION

Richard Cates
Regional Coordinator of Direct Operated Programs
OWENSBORO REGION

Stokley Hall, Guidance Counselor
Bowling Green Area Vocational School
BOWLING GREEN REGION

Joyce P. Logan
Regional Coordinator of Reimbursed Programs
MADISONVILLE REGION

Leroy Martin
Regional Coordinator of Reimbursed Programs
HAZARD REGION

Junior Poling
Regional Coordinator of Reimbursed Programs
ASHLAND REGION

Virginia Pratt
Regional Coordinator of Reimbursed Programs
COVINGTON REGION

Kyle Ramey, Guidance Counselor
Central Kentucky Area Vocational School
LEXINGTON REGION

Bronelle Skaggs
Regional Coordinator of Reimbursed Programs
PAINTSVILLE REGION

James T. West
Regional Coordinator of Reimbursed Programs
PADUCAH REGION

State Evaluation Task Force

A task force, composed mainly of the directors of the divisions within the Bureau of Vocational Education, served in an advisory capacity. This group gave advice in the planning and administration of the project. The persons who served on the State Evaluation Task Force were:

Charles L. Bright, Director
Division of Business and Office Education

Kenneth Carter, Director
Division of Distributive Education

Ted Cook, Director
Division of General Adult Education

James Disney, Supervisor
Division of Trade and Industrial Education

Jack Hatfield, Director
Division of Health Occupations Education

James McGown, Director
Interagency Relations

Doug McKinley, Coordinator
Vocational Guidance Services

Fred Martin, Director
Division of Trade and Industrial Education

W. C. Montgomery, Director
Division of Agricultural Education

C. O. Neel, Coordinator
State Program Evaluation

Dorotha Oatts, Supervisor
Division of Home Economics Education

Christine Wallace, Director
Division of Special Programs

PROJECT ORIENTATION

Participation by schools within the Central Kentucky Vocational Education Region was on a voluntary basis. The project was announced in a letter signed by the Superintendent of Public Instruction, Wendell P. Butler and the Assistant Superintendent of Public Instruction for Vocational Education, Dr. Carl F. Lamar. The letter announcing the project was mailed in July, 1970 and a copy can be examined in Appendix (A).

The mailing of the announcement was followed by direct contacts by the project directors with the chief administrators of vocational schools and public school systems within the region. Visits with school administrators were conducted for the purpose of explaining the project in more detail and encouraging the participation of the schools and school systems. During August of 1970, twenty-four visits to chief administrators of public school systems were carried out. All those visited were invited to attend or send representatives to a project orientation meeting.

The orientation meeting was held on September 10, 1970. The meeting had a twofold purpose. First, representatives from vocational education regions throughout the state were to get an overview of the project, so that they would be able to interpret the subsequent flow of information dealing with the progress of the project. This introduction to the material was felt to be important since it was possible that a similar approach to evaluation would later be instituted on a statewide basis. Secondly, those schools represented within the Central Kentucky Vocational

Education Region would have a final opportunity to become actively involved in the effort.

Those who attended the orientation meeting are listed in Appendix (B). A copy of the program for the orientation meeting is found in Appendix (C).

As a result of the meeting several of the vocational education regions had representatives who were aware of the scope and purposes of VEEP and, within the Central Kentucky Vocational Education Region, nine public school systems, the area vocational school, seven vocational extension centers, and a school of practical nursing made formal commitments to the project.

The commitment was in the form of a "Memorandum of Agreement" with the Kentucky Bureau of Vocational Education. A copy of the agreement is in Appendix (D). The schools agreeing to participate in VEEP and their project directors were:

Anderson County Public Schools
Lawrenceburg, Kentucky 40342
Bill Rideout and Vernon Sutton

Bourbon County Public Schools
Paris, Kentucky
George Stewart and Clara McCracken

Central Kentucky Area Vocational School
Vo-Tech Drive
Lexington, Kentucky 40504
Arthur L. Morgan and Errie Shaffer

Clark County Vocational Education Extension Center
Winchester, Kentucky 40391
Dover Cornett and William C. Berry

Danville School of Practical Nursing
Danville, Kentucky 40422
Moseill B. Jester and Virginia Towles

Fayette County Public Schools
Lexington, Kentucky 40522
Eddie Murphy and Willard Clawson

Fayette County Vocational Education Extension Center
Lexington, Kentucky 40503
Kenneth Blair and Harold Taylor

Frankfort Independent Schools
Frankfort, Kentucky 40601
Alice Samuels and Jim Smith

Franklin County Vocational Education Extension Center
Frankfort, Kentucky 40601
John A. Stallard and Blane Hawkins

Garrard County Vocational Education Extension Center
Lancaster, Kentucky 40444
Gabriel U. Gabriel and Charles Thomas

Harrison County Vocational Education Extension Center
Cynthiana, Kentucky 41031
William Lockhart and James Plummer

Harrodsburg Vocational Education Extension Center
Harrodsburg, Kentucky 40330
John C. Thomas and Lawrence Hendren

Jessamine County Public Schools
Nicholasville, Kentucky 40356
Portia House and Ann Daugherty

Lincoln County Public Schools
Waynesburg, Kentucky 40484
Ralph Estes and Darrell Story

Madison County Vocational Education Extension Center
Richmond, Kentucky 40475
Donald Turpin and Lowell Brandenburg

Mercer County Public Schools
Harrodsburg, Kentucky 40330
Walter Rowe and Howard F. Whitehead

Scott County Public Schools
Georgetown, Kentucky 40324
Victor Johnson and Thomas G. Radford

Woodford County Public Schools
Versailles, Kentucky 40383
James Wild and Willie Lee Caywood

Responsibilities of the cooperating schools included the:

1. Initiation and administration of a local evaluation project in line with general guidelines provided by the State

Project Staff. (The determination of the definition and scope of vocational education was a perogative of the cooperating school.)

2. Provision of time for local project director and assistant director commensurate with the size of school and scope of the vocational education program.

3. Provision of essential clerical services and facilities.

4. Maintenance of appropriate records of activities and the preparation of reports on the local project.

5. Requesting consultant services appropriate to needs.

WORKSHOPS AND CONFERENCES

The VEEP directors felt that in-service activities for those involved in the project were critical. All participants needed common experiences both to encourage better communication and to provide needed background information to those responsible for local evaluation activities.

Local project directors and assistant project directors attended a four-day workshop which was split into two sessions. The workshops were conducted on September 21-22, 1970, and October 26-27, 1970. It was designed to assist vocational education personnel in the local and regional institutions of public education of the Central Kentucky Region to acquire the abilities and knowledge needed to conduct a locally-directed program evaluation effort. More specifically, the workshop was designed to enable the participants to be more proficient in:

1. identifying community and individual needs,

2. writing a vocational education philosophy,

3. writing performance objectives,

4. identifying the essential elements of a product-oriented program evaluation effort,

5. writing a product-oriented evaluation plan,

6. identifying the steps in organizing and using a citizens advisory committee,

7. developing and administering follow-up instruments according to successful practices as evidence by research, and,

8. analyzing data and developing recommendations based upon the analysis of data.

To assess the attitudes of the participants toward the arrangements, purposes, and program for the workshop, a Workshop Evaluation Scale was adapted from a scale designed by Weldon (11). The scale was administered to partially evaluate the effect of the workshop. It was given at the end of the workshop to forty-two individuals who were present at the last session of the workshop. A copy of the Workshop Evaluation Scale can be found in Appendix (E).

Each item on the scale was scored on the degree to which the participants agreed with the statements indicating a favorable attitude toward the workshop and disagreed with the statements indicating an unfavorable attitude.

Scores of five, four, three, two, and one were assigned to favorable statements with responses of strongly agree, agree, undecided, disagree, and strongly disagree, respectively. The scoring scale was reversed for unfavorable or negative statements. The data was then summarized. The number of responses to each category on each item and the mean response for each item on the scale are presented in Table I.

As revealed by the data in Table I, the reaction of the participants to the workshop was favorable. The range of the mean responses on the items was from 3.5 to 4.4. The total mean for all items was 4.00. This finding indicated that, as evidenced by the responses on the Workshop Evaluation Scale, the participants were largely satisfied with the arrangements, purposes, and content of the Workshop. Further information on workshop acitvities and organization can be found in another project publication, entitled Workshop Proceedings.

The one-day workshops on determining performance objectives were conducted in conjunction with the project. The workshops on performance objectives grew out of a need to better justify the expenditures of public funds for educational purposes. The development of realistic, explicitly, defined, measurable performance objectives is a basic starting point in an evaluation effort directed at providing better educational programs for students.

These one-day workshops were felt to be one way of helping those involved in VEEP to gain competence in writing performance objectives for their areas of specialization. It was hoped that those who

TABLE I

NUMBER AND MEAN RESPONSES ON THE WORKSHOP EVALUATION SCALE ADMINISTERED TO FORTY-TWO PARTICIPANTS COMPLETING THE CENTRAL KENTUCKY VOCATIONAL EDUCATION EVALUATION PROJECT WORKSHOP[1]

		Statement	Number of Responses SA	A	U	D	SD	Mean X
1.	+	The purposes of this workshop were clear to me	7	32	2	1	0	4.0
2.	-	The objectives of this workshop were not realistic	0	6	5	22	9	3.8
3.	+	Specific purposes made it easy to work efficiently	3	28	8	3	0	3.7
4.	+	The participants accepted the purposes of this workshop	5	31	5	1	0	3.9
5.	-	The objectives of this workshop were not the same as my objectives . . .	0	7	7	24	4	3.5
6.	-	I didn't learn anything new	0	0	2	18	22	4.4
7.	+	The material presented was valuable to me	14	25	3	0	0	4.2
8.	-	I could have learned as much by reading a book	0	1	2	17	22	4.4
9.	+	Possible solutions to my problems were considered	4	31	6	1	0	3.9

TABLE I (CONTINUED)

		Statement	Number of Responses SA	A	U	D	SD	Mean X
10.	-	The information presented was too elementary	0	2	1	23	16	4.2
11.	+	The speakers really knew their subject	14	26	2	0	0	4.2
12.	-	The discussion leaders were not well prepared	1	1	1	24	15	4.2
13.	+	I was stimulated to think objectively about the topics presented	6	31	5	0	0	4.0
14.	+	New acquaintences were made which will help in my future work	12	25	4	1	0	4.1
15.	+	We worked together as a group . . .	10	31	1	0	0	4.2
16.	-	We did not relate theory to practice	0	3	8	27	4	3.7
17.	+	The sessions followed a logical pattern	6	32	4	0	0	4.0
18.	-	The schedule was too fixed	2	0	5	27	8	3.9
19.	+	The group discussions were excellent	10	28	2	2	0	4.2
20.	-	There was very little time for informal conversation	1	8	2	25	6	3.6
21.	-	I did not have an opportunity to express my ideas	0	1	0	25	16	4.3

TABLE I (CONTINUED)

		Statement	Number of Responses SA	A	U	D	SD	Mean X
22.	+	I really felt a part of this group	7	33	2	0	0	4.0
23.	+	My time was well spent						
24.	+	The program met by expectations . .	7	28	7	0	0	4.0
25.	-	I have no guide for future action .	0	0	2	30	10	4.1
26.	-	Too much time was devoted to trivial matters	0	4	1	23	14	4.1
27.	-	The information presented was too advanced	0	2	6	27	7	3.9
28.	-	The content presented was not applicable to occupational programs	0	0	6	29	7	4.0
29.	+	Workshops of this nature should be offered again in future years . . .	11	26	4	1	0	4.1
30.	-	Workshops such as this will contribute little to my work	0	2	1	24	15	4.1
31.	+	The research findings presented were useful to me in my job	5	30	6	1	0	3.9
32.	-	The references available to participants were not appropriate	0	2	4	26	10	4.0
		Total Mean for All Items						4.00

[1]A copy of the Workshop Evaluation Scale can be found in Appendix (E). (N=42)

+ Favorable Statement - Unfavorable Statement

participated in the workhsops could provide the leadership needed to help other vocational educators to revise and develop relevant, measurable objectives. The Bureau of Vocational Education staff members who attended were, for example, in a position to assist vocational educators at the local level in developing performance objectives. In addition, the local project directors and assistant directors gained the competencies they needed so that the initial steps in the evaluation activities could begin.

The one-day conferences on writing performance objectives were held on November 10, 1971 and November 11, 1970

Progress Review Meetings

Five progress review meetings were conducted during the course of the project. The purposes of these meetings were:

1. To provide project teams with consultative services regarding areas of concern.

2. To provide an opportunity for interaction among project teams in small group settings.

3. To provide project teams with directions for future efforts.

4. To provide a channel of communication between local project teams and the project directors and consultants.

Consultants were widely utilized in the progress review meetings. For the first progress review meeting, Dr. Robert T. Norton, Assistant Professor, Department of Vocational Education, University of Arkansas, Fayetteville, served as a consultant. This meeting was held on November 20, 1970 in Patterson Office Tower, University of Kentucky, Lexington, The focus of Dr. Norton's presentation was on a vocational education evaluation project carried out in Arkansas.

Mr. John Odgers, Director, Division of Guidance and Testing, Ohio State Department of Education, served as a consultant to the second progress review meeting held on February 2, 1971 in Lexington. Mr. Odger's presentation dealt with the use of the Ohio Vocational Interest Survey (OVIS) in vocational education evaluation efforts.

The consultant to the third progress meeting, on March 9, 1971, was Dr. John Coster, Director, Center for Occupational Education, North Carolina State University, Raleigh. Dr. Coster presented several brief

observations on the presentations in the small group meetings which he visited earlier in the session.

The fourth progress review meeting took place on April 27, 1971. Dr. Harold M. Byram, Professor, College of Education, Michigan State University, East Lansing, served as consultant. Dr. Byram spoke on implementing evaluation findings.

The final review meeting was conducted by personnel from schools participating in the project and the state staff. This review meeting was devoted to a summary and analysis of the activities conducted during the project year.

Representatives from the local project teams, the Bureau of Vocational Education, and interested colleges and universities attended the progress review meetings. A typical program from one of the progress review meetings is found in Appendix (G). Small group activities were built into the meetings so that a maximum amount of interaction between participants could occur.

PROJECT MONITORING

The state project staff attempted to maintain close contact with the members of the local leadership teams through monitor visits, telephone calls, individual letters and general letters. The group, visited most of the local project schools in October and November, 1970, and individual visits were made to each school throughout the project year. The purposes of these visits varied from making presentations at staff or citizen's advisory committee meetings to conferences with members of the local leadership team. Members of the regional staff for vocational education participated in some of the monitor visits. Members of the state project staff were assigned to specific schools for monitoring purposes. This procedure conserved time and effort of the state staff, however, it did not mean that a state staff member never visited a school not assigned to him. (See Appendix (H) for a list of staff monitor assignments). Reports of the monitor visits were prepared by the state staff members and disseminated to personnel in the local schools, other state project staff members, and to members of the regional staff for vocational education.

The use of telephone calls and letters was extensive in the monitoring effort in order to give immediate help when problems arose at the local level. In addition, dates and times for visits were set up and confirmed through these media.

INSTRUMENTATION

A major activity carried out at the local level was a follow-up of former students.

The objectives for the follow-up system were:

General Objectives:

1. To acquire follow-up data on former students in the vocational education system in the Central Kentucky Region.

2. To acquire data to be used in program planning for vocational education.

Specific Objectives

1. To acquire data reflecting the number of former students of the Central Kentucky Vocational Education system who (at time of this study) are employed and unemployed.

2. To acquire data on the number of former students in the Central Kentucky Vocational Education Region who have moved from the area in which they received vocational training.

3. To determine whether or not graduates of the Central Kentucky Vocational Education System are continuing their education.

4. To determine the reasons former students continue or do not continue their education.

5. To acquire data concerning the time lapse between graduation (exit from) vocational education and acquisition of full-time employment.

6. To acquire data reflecting the success of the Central Kentucky Vocational Education System in educating former students for:

   A. Occupation of their choice
   B. Occupation for which they are qualified
   C. Level of attainment they desire

7. To acquire data concerning the relation of vocational education programs taken to the actual occupation of the former students.

8. To obtain feed-back information from former students including:

   A. Satisfaction/Dissatisfaction with vocational education taken.
   B. Recommendations for improving the vocational education systems.
   C. Type of education the graduate would have taken in retrospect.
   D. Type of education former students are taking or would take (given the opportunity).

The State Project Staff assumed the major responsibility for developing the former student follow-up instrument. Copies of proposed questionnaire items were reviewed by the local project personnel, regional evaluation task force members, and the members of the state evaluation task force. The instrument was printed and distributed to the schools participating in the project. Most schools followed up the freshman class of 1962. A few schools followed up additional classes. When former students had returned the instruments, the local school forwarded them to the state project office. Data processing was carried out at the Northern Kentucky Area Vocational School.

An attempt was made to add flexibility to the follow-up instrument by allowing local schools to add questions they believed to be unique to their situation. Under the leadership of Mrs. Dorotha Oatts, Kentucky Bureau of Vocational Education, a supplementary follow-up instrument for former students in homemaking was developed and used by a number of the schools.

The expense of developing, printing, and distributing the instruments, as well as processing the data, was included in the project budget. Copies of the follow-up instrument are found in Appendix (I) and (J). Twelve schools or school systems participated in the former student follow-up.

Nine schools utilized the Ohio Vocational Interest Survey (OVIS) in their local evaluation efforts. The use of OVIS to ascertain the vocational interests of students was a valuable input to the evaluation project. The results of the OVIS, used in conjunction with the Dictionary of Occupational Titles (DOT), the Occupational Outlook Handbook, and the General Aptitude Test Battery, gave various project teams added insights into areas of future emphasis for vocational education programs.

The expenses associated with acquiring the OVIS instruments and getting them scored were included in the VEEP budget. The state project staff was responsible for acquiring the instruments, forwarding them to the schools, and having the tests scored.

VEEP project funds also provided for an instrument called PRIDE which was used in a survey of parents and students. The respondents had an opportunity to indicate their attitudes or feelings about the school's vocational education curriculum, guidance services, financial aspects, facilities and equipment, and staff. The PRIDE instrument was used by three school systems in order to get direct inputs from parents and students concerning their perceptions of the various components of the vocational education program in the schools. Again, the state project staff assumed the responsibility for securing the instruments and having them scored.

BROCHURE

A sixteen page booklet was developed by the state project staff. The brochure, entitled VEEP - Central Kentucky Vocational Education Evaluation Project, explained the background for the project, presented the objectives, discussed focal points, described the activities planned, and listed the participating institutions, project leaders, task force members, and state project staff members. The brochure was distributed to all vocational education personnel in Kentucky and to selected individuals on a national basis. This dissemination effort was an attempt to provide information about the product to those persons for whom the outcomes would have direct implications.

NEWSLETTERS

An extremely important dissemination activity was the publication and distribution of a project newsletter, VEEP-News and Views. The purpose of the newsletter was to keep local project personnel and other educators informed about the procedures and techniques being used in the project.

Articles for the newsletter were written by members of the state project staff and local project leaders. The articles described various aspects of the total project and various unique aspects of the local efforts. In addition, references to articles, books, and publications of possible interest and a calendar of upcoming events were included.

The state project staff was responsible for editing the newsletter, having it printed, and distributing it. The newsletter was mailed to

all vocational education personnel in Kentucky and to selected individuals nationally. Six newsletters were developed during the course of the project. Each edition was mailed to approximately 4,000 educators. A sample is included in Appendix (K).

REFERENCES PROVIDED

Those involved in VEEP were provided with bibliographies of selected references on vocational education evaluation, the use of local citizens' advisory committees, and educational objectives. A document listing assistance available to local projects from various agencies and organizations was also distributed.

REPORTING

Quarterly reports were written by the state project staff covering the entire VEEP effort. Major activities and accomplishments during the period were discussed, problems were identified, significant findings and events were pointed out, dissemination activities were listed, and future activities were presented. Items of interest, such as agenda and minutes of progress review meetings, instruments to be used for various purposes, and observations of consultants, were appended to the report.

The local project teams also submitted quarterly reports to the state staff. These reports followed the same format as the state reports. Attention was given to local problems and concerns and to the details of local evaluation activities. The local project quarterly reports provided a basis for much of the information contained in the state staff quarterly reports.

Several reports on workshops and conferences conducted during the project were published. One report was devoted to the proceedings of the project leader's workshop held on September 21-22 and October 26-27, 1970. This report explained the background and objectives of VEEP, listed activities and participants, presented the program agenda, discussed the procedures followed, and included the presentations made at the workshop.

Reports were developed to summarize the proceedings of the progress review meetings. Summaries of the presentations and reports on the small group meetings were included.

Reports on other meetings, such as meetings with consultants and/or local project leaders were written. These reports were summaries of the

major points covered and included the conclusions reached and recommendation put forth.

PUBLICITY

VEEP was widely publicized in order to inform the public about the purposes and activities of the project. Various news media were utilized.

The project received publicity on the evening news of Channel 27 in Lexington, Kentucky when the project director was interviewed at the workshop on September 21. News releases were sent to the Lexington and Louisville newspapers. Articles about VEEP appeared in the Kentucky Department of Education School News and in the Kentucky Bureau of Vocational Education Vo-Ed Highlights. One of the articles in School News was a feature article. Similar articles appeared in the Kentucky Research Coordinating Unit Newsletter, in the University of Kentucky Communi-K and in the University of Kentucky College of Education Newsletter.

A series of 35 mm color slides was developed to graphically depict the project. These slides were used with local, regional, and national groups. Their major local use was in connection with state project staff presentations to local staff and citizen groups. A set of transparencies also proved helpful in various meetings.

Probably the most important dissemination efforts were made at the local level. Several of the participating schools received publicity about their evaluation efforts in local and regional newspapers and on local and regional radio stations. Some assistance for local directors was provided by the state project staff. Pictures of local representatives were taken at the workshops. The pictures, accompanied by a news story, were made available to local newspapers. The news articles were also sent to local and regional radio stations.

The project was reviewed by the director at the November meeting of the Advisory Committee for the Kentucky Research Coordinating Unit and at the November 25 meeting of the EPDA Planning Institute in Frankfort, Kentucky.

CHAPTER III

ORGANIZING FOR THE EVALUATION ACTIVITY IN THE SCHOOL SYSTEMS

The following chapter deals with the organizational activities carried out and the relationships established at the local level in VEEP.

Importance of Organizing for Evaluation

As has been pointed out, VEEP had local involvement as one focal point. This included the involvement of students and citizens as well as school personnel. Furthermore, assistance of various types was to be provided by the state. With these kinds of relationships involved, careful organization was crucial in order that the evaluation attempt could be made systematically and be made a part of ongoing vocational education programs.

At the local level, persons with leadership abilities were appointed to organize and coordinate the evaluation activities. These leadership teams were appointed by local school administrators. It was only through many dedicated hours of hard work by these individuals that the programs and activities of VEEP were carried out.

The leadership team, usually a local project director and an assistant project director, had the initial task of organizing the evaluation effort. It was their job to involve people locally and allocate the limited resources available.

The organizational scheme for involving people at the local level included the use of staff, student, and citizen advisory committees. The committees were organized and charged with definite responsibilities, and meeting schedules were arranged. These groups functioned smoothly and effectively. Again, it should be pointed out that the organizational activities were crucial.

Administrative Commitment

No evaluation activities associated with VEEP could have been carried out without firm commitments from administrators in the schools and school systems in the Central Kentucky Region. Those administrative

leaders who made a commitment to VEEP also committed themselves to local school personnel. They, in effect, said that limited resources would be provided according to availability and that due consideration would be given to the findings and recommendations that resulted from the evaluation effort.

The importance of this pledge to the project can be inferred from the responses to an item on the VEEP Interview Follow-Up instrument. When local project leaders were asked to indicate the value of administrative commitment, twenty-five indicated that it was of great value, ten responded that it was of some value, and only two believed it was of no value. These strong positive responses suggest that administrative commitment is a definite factor in a successful evaluation effort.

When administrative commitment to the project had been secured, attention was turned to the importance of organizing for evaluation.

Organizational Pattern for the School

Typically, the project was initiated in a school system by the chief administrator. He informed the board of education and school staff members of the need for evaluation and the extent of involvement required. A pledge to cooperate in VEEP was made only after the board of education and school staff members made a commitment to the program evaluation effort.

The next step was to appoint a local project leader and assistant project leader. Usually, the project leader was the local director of the vocational education program. The local leaders were provided with limited clerical help, equipment, supplies, and travel funds. They were allowed released time for attending meetings, working with teachers, committees, and employers, and for research and development activities. The initial development activity was the writing of an evaluation plan, with the assistance of teachers and advisory groups. Local leaders were also assisted by the VEEP state Staff and outside consultants.

The local leadership team organized several committees to perform various functions. A staff committee was formed within each school. The responsibility of the staff committee was to conduct a study of the vocational education program in order to determine the extent to which the program was achieving the established objectives.

The local staff committee:

- became familiar with the objectives of VEEP,
- assisted in the preparation of the evaluation plan,
- assisted in writing the vocational education philosophy,

- assisted in writing program and course objectives,
- assisted in data collection,
- assisted in analyzing and interpreting data, and
- assisted in the formulation of recommendations.

The typical staff committee was composed of several vocational education teachers and a principal, counselor, or non-vocational teacher.

Student Committee

A student committee was formed, composed of approximately ten students who were selected and approved by the teachers. The members of the student committee selected their own officers. About five meetings were held during the year (planned by teachers and the committee chairman).

The committee engaged in several activities. The most frequent were assisting with the former student follow-up study and participating in the formulation of recommendations.

The student committees made the following suggestions:

- there should be free discussion of issues within the student committees,
- student committees should evaluate their own efforts,
- accurate records of committee meetings should be kept,
- students should be involved in evaluations regarding the improvement of vocational course offerings, facilities, and youth organizations, and
- students of various grade levels should be represented on the committee.

Final reports received from project leaders indicated that student committees made a significant contribution to the evaluation efforts in the schools. They had important inputs to program planning and implementation as well as program evaluation.

Citizens Advisory Committee

Citizens advisory committees were also organized. There are several conceptual reasons why the advisory committees were felt to be essential. The concepts were:

- vocational education programs are organized to serve people according to their interest, needs, and abilities,

- an evaluation effort aimed at the systematic appraisal of vocational education programs should be undertaken,
- knowledgeable citizens can provide valuable information and advice relative to program improvement,
- The public wants and deserves to be informed of findings and recommendations which result from an evaluation project, and
- vocational education sincerely welcomes the contributions that lay people can provide for program planning and evaluation.

Typically, the citizens advisory committees had the following purposes:

- to assist in identifying and describing occupational education needs,
- to express opinions concerning the products of the vocational education process, and
- to assist in summarizing, analyzing, and interpreting data.

Citizens advisory committees were established by governing boards or representatives of these boards. Generally, the committees had only the authority to give advice to be used in the planning and evaluation of programs. Committees were composed of persons from local communities who were not employed educators. A citizen member served as chairman.

The value of the citizens advisory committee to the project was demonstrated in the Interview Follow-Up. When asked what value citizens advisory committees were to the evaluation effort, twenty-two local project leaders listed them as of great value and seventeen indicated that they were of some value. None of those responding felt that these committees were of no value at all.

At this point, then, the administrative commitment had been made, leadership teams chosen, and committees formed. The task now was to develop an evaluation plan.

The Evaluation

Evaluation plans were formulated cooperatively by local project leaders, the staff committee, the student committee, and the citizens advisory committee. The planning occurred after all who were involved had received an orientation to systematic program evaluation procedures. This cooperative planning allowed each group of individuals involved

to fully comprehend the scope of the effort and to determine their responsibilities and roles.

A typical evaluation plan included the following:

1. a description of the situation in the area served;

2. written objectives for the local evaluation effort;

3. responsibilities of leadership team, local staff committee, citizens advisory committee, and student committee;

4. identification of boundaries or limitations;

5. evaluation activities to be conducted to assist in attaining the objectives of evaluation effort such as:

   a) study of the local program of vocational education,
   b) survey of local employment opportunities,
   c) review of local philosophy of vocational education,
   d) review or writing of the vocational education program objectives and instructional program (course) objectives,
   e) conduction of a study of student characteristics,
   f) formulation of criterion questions,
   g) conduction of former student follow-up survey,
   h) conduction of cost-effectiveness studies,
   i) establishment of a system for keeping evaluation records,
   j) determination of competencies for specific jobs,
   k) analyzation, implementation, and reporting of information, and
   l) formulation of recommendations;

6. budget items and estimated cost;

7. schedule of activities;

8. method of dissemination;

9. plans for implementation;

10. evaluation of the evaluation plan; and

11. procedures for incorporating evaluation as part of the on-going program of vocational education.

The organizational activities contributed greatly to the success of the evaluation effort. Without a systematic approach to the involvement of people, little would have been accomplished.

CHAPTER IV

ACTIVITIES IN THE SCHOOL SYSTEMS

This chapter is devoted to describing the activities that were carried out during the project year within the schools and school systems.

Summary of Activities

The school systems participating in VEEP carried out numerous activities during the project year. Activities conducted by many of the school systems during the year included:

- development of a philosophy of vocational education,
- development of objectives for programs and courses,
- conduction of a former student follow-up study,
- conduction of staff visits to businesses and industries,
- conduction of a parental survey,
- conduction of a vocational interest study,
- conduction of an employer survey, and
- conduction of a part-time work inventory study.

All of the schools involved developed philosophy and objectives for their programs of vocational education. A majority conducted a former student follow-up study. Approximately half of the schools conducted staff visits to businesses and industries and/or conducted a study of student vocational interests.

As was expected, not all the schools had the time or resources necessary to carry out all the activities listed. In addition, a number of special constraints were involved. For example, one new vocational extension center could not conduct a former student follow-up study since there were, in fact, no former students.

Philosophy and Objectives

As noted, all eighteen schools and school systems developed a philosophy of vocational education. For the most part, the development of a philosophy was a cooperative undertaking within the schools. Inputs came from the local leadership team members, students, local school personnel, and local citizens.

A typical statement of philosophy contained the broad purpose for vocational education. It stressed the realtionship of vocational preparation to a student's preparation for life. Furthermore, an emphasis was placed upon the responsibility of educators for guiding and directing students in their preparation for careers based on their interests, needs, and abilities.

Former Student Follow-Up

Twelve schools used a follow-up instrument developed as a part of the project. Two schools conducted a former student follow-up study utilizing a follow-up instrument developed in a separate study. Most schools surveyed the freshman class of 1962 and some schools examined additional classes.

A total of 2,158 questionnaires were sent to former high school students. The number of questionnaires returned was 1,109, a fifty-one percent return. Of the 519 questionnaires sent to former students of extension centers, 187 were returned yielding a rate of return of thirty-six percent.

Most schools used study procedures outlined in a VEEP document which was adapted from materials developed by Dr. O. Donald Meaders at Michigan State University. This document is included in Appendix (L).

Information output resulting from the processing of the data on former students was transmitted back to the local schools to be used in their evaluation efforts. A summary report of all the follow-up studies was developed and used as the basis for a presentation at the final VEEP meeting.

Home Economics Follow-Up

The home economics departments of twelve high schools within the region conducted follow-up studies of former home economics students. The instrument used was developed by Dorotha Oatts, Willie Lee Caywood, and Dixie Hester. It is included in Appendix (J).

A total of 726 questionnaires was mailed out. The number returned was 194 for a twenty-six percent return. Most of the students in the study were from the freshman class of 1962.

The mailing procedures, data processing procedures, and reporting procedures were the same as those used in the former student follow-up studies described above.

Other Studies

A variety of other studies were conducted. Nine schools or school systems employed the Ohio Vocational Interest Survey (OVIS) in studies of the vocational interests of students. For the most part, the instrument was used with ninth-grade students. The information provided served as a valuable input to the total planning and evaluation effort of the project.

As has been pointed out, the state project staff secured the instruments and arranged for scoring. The instruments were administered within the schools by local personnel in accordance with the directions for administration which accompanied the tests.

Three schools utilized the parent and student vocational education survey instrument developed in Project PRIDE which was discussed earlier. This instrument is designed to ascertain parent and student opinions of vocational education.

The student form was administered in the schools. The instrument for parents went only to the parents of students who completed the student portion. In all, 769 students and 535 parents participated.

One school developed its own instruments for use in the parent student survey.

Again, securing of instruments and details relative to scoring were handled by the state project staff.

One school system developed two instruments as a part of its VEEP activities. One was a Disability and Health Survey designed to determine whether students were physically capable of engaging in various activities. The other was a Part-time Work Survey employed to find out the kinds of part-time jobs held by students and the effect of these jobs on students. All details concerning the development and administration of these instruments were worked out by the local project teams.

One school system utilized the General Aptitude Test Battery (GATB) in order to determine what the aptitudes of students were toward occupational areas. The results of the GATB can be closely tied to the results of the OVIS instrument and can be used for vocational guidance activities.

Several schools conducted studies of student characteristics as one VEEP evaluation activity. In one way or another, these schools gathered data, such as enrollment by grade level, sex by grade level, educational level of parents, interests of students, socio-economic backgrounds of students, and needs of disadvantaged and handicapped

students. The data gathered were used to describe the student population to be served. The accumulation of data and the resulting information about students was considered a vital evaluation activity in these schools.

In addition, two schools conducted a study of employers in their areas. They introduced an instrument designed to gain insights into what employers thought about employees who had received vocational training. The instrument was also used to assess employer attitudes toward vocational education in general. Again, the local project teams were responsible for carrying out these studies. A copy of the employer questionnaire is in Appendix (M).

Visits to Business and Industry

Members of the staffs of eight participating schools or systems made visits to businesses and industries in their local areas. The purpose of the visits was twofold. First, they provided teachers and other staff members with opportunities to find out what current policies, practices, and procedures were being used in business and industry. Secondly, it gave businessmen an opportunity to find out what kinds of activities the schools were engaging in as they attempt to improve instructional programs.

The local school systems provided release time for staff members to make visits. One major problem area for the systems that did not use staff visits to business and industry was lack of financial resources for granting release time.

Reports and Records

The state project staff maintained records of visits to VEEP schools. These records consisted mainly of an outline of points covered in the meetings. Special attention was given to the position of each school relative to specific evaluation activities. In addition, a file of incoming and outgoing correspondence was maintained.

As was noted earlier, each local project team submitted quarterly reports of their activities to the state project team. The state project team then developed quarterly reports summarizing all the VEEP activities and events for the period.

Analyzing Data and Making Recommendations

The analysis of data relative to local studies was a combined effort by the local project teams, local school administrators, local advisory committees, and the state project staff. When the data collected was analyzed, a basis for making recommendations was established. The recommendations which were formulated and agreed upon were then put into effect in the school systems.

CHAPTER V

OUTCOMES OF THE EVALUATION EFFORT

The outcomes of the Central Kentucky Vocational Education Evaluation Project will be presented as they relate to the objectives outlined for the project. The outcomes were identified from an analysis of (1) interviews with local leadership team members, (2) an interview follow-up form completed by local project directors and assistant directors, and (3) other documents such as quarterly and final reports submitted by project teams.

Objective One

The first objective of the project was to identify new or improved procedures for assisting schools in conducting program evaluations. Thirty-nine persons responded to the VEEP interim follow-up instrument. Of this number, thirty-four persons indicated that the conference on determining performance objectives was an improved method for assisting schools in program evaluations.

Twenty-six persons mentioned the development of procedures for conducting former student follow-up studies as being a procedure identified in VEEP. Twenty-four respondents indicated that the procedures for the establishment and use of advisory committees was an outcome of the VEEP project.

Several other outcomes seemed to be considered important by respondents. Thirteen persons mentioned the value of the workshops, meetings, and state assistance. The feeling was that, at least to the local project directors, these were new or improved procedures for assisting schools in program evaluations. Twelve persons indicated that they felt that the establishment of procedures for using the OVIS instrument in determining the vocational interests of students was a valuable outcome. The focusing of evaluation efforts on the development of a written, systematic evaluation plan was listed by ten persons as an outcome which was of great assistance. The conduction of the parent-student survey to ascertain attitudes or feelings about local vocational education programs was mentioned by eight persons as a procedure which seemed to be of value. Finally, seven persons indicated that they felt that one important aspect or outcome was the organization and involvement of personnel at the local level.

Objective Two

Respondents were asked whether evaluation procedures were demonstrated which would determine if secondary and post-secondary vocational education pro[illegible]s in Central Kentucky were fulfilling stated objectives. Thirty-three respondents indicated that they felt such procedures had been demonstrated. Three persons felt that such procedures had not been demonstrated. The persons who answered in the negative did not indicate what methods or elements they felt were missing. It seems that, in the opinion of the local leadership team members, the evaluation project met this objective.

Objective Three

The third objective was to develop state and local leadership competencies needed for evaluating programs of vocational education. An item for assessing the degree to which local leadership team members felt this objective was achieved was included in the follow-up.

Twelve respondents felt that VEEP had not contributed at all to the development of leadership competencies at the state level. Fourteen persons indicated that VEEP had contributed greatly to the development of competencies at the regional level; while nineteen persons, the remainder of the respondents, felt VEEP had contributed to some extent at this level. In regard to the development of leadership competencies at the local level, sixteen respondents felt that VEEP had contributed to a great extent, and sixteen felt VEEP had contributed to some extent.

Objective Four

VEEP also was designed to help personnel in local and regional schools to become more proficient in performing various planning and evaluation functions. The responses to the item which directly attempted to assess whether this objective was met are presented in Table II.

TABLE II

RESPONDENTS REPLY TO WHETHER OR NOT VEEP ENABLED THEM TO BECOME MORE PROFICIENT IN PERFORMING VARIOUS PLANNING AND EVALUATION FUNCTIONS

Evaluation and Planning Functions	Respondents Reply Yes	No
Identify community needs	35	2
Identify individual needs	34	3
Write performance objectives	37	
Identify essential elements of a project Oriented program evaluation effort	39	0
Write a product-oriented evaluation plan	39	0
Identify the steps in organizing and using a citizens' advisory committee	38	0
Develop and administer follow-up instrument	36	0
Analyze data	33	3
Develop recommendations based upon the analysis of data	33	5

It is apparent that the overwhelming majority of respondents felt that this objective was achieved to a great extent.

Other Outcomes

From the responses recorded in interviews with members of local project teams, it seems clear that they perceived many other outcomes of the project. Several persons thought that changes occurred in their schools as a result of their participation in the project. Among the most often mentioned changes were replies such as, "We have increased and enhanced our public relations"; and "We now have teachers, students, and citizens involved in evaluation." Others felt that the image of vocational education had been enhanced. Some noted that teachers and other staff members were now committed to continue evaluation efforts. Several team members mentioned that courses were changed, added, or dropped. One school found that enrollment in vocational courses had increased.

A further outcome of the project was a published report of a study conducted as a part of VEEP. The publication, entitled, Study of Student Committees on Evaluation reported an attempt to discover the more successful organizational patterns for effective involvement of students.

The study was conducted and reported by Floyd L. McKinney and Alfred J. Mannebach. Another study concerning the organization and use of citizen advisory committees was conducted by Floyd L. McKinney and Robert Wheatley.

Relative to the outcomes associated with the schools participating in VEEP, some conclusions can be drawn. Several new or improved procedures for assisting schools in program evaluations were identified. These procedures were tested or demonstrated in such a way that it could be determined whether vocational education programs were meeting stated objectives. Leadership at the state, regional, and local levels was assisted in becoming more proficient in carrying out certain functions associated with program evaluation efforts. Attitudes toward vocational education and evaluation improved. Finally, changes in vocational education programs occurred as a result of evaluation activities. Hopefully, all of these outcomes will lead to better vocational education programs for students.

Outcomes of the Project on a Statewide Basis

What implications are there for the rest of the State relative to the evaluation of vocational educations programs? Certainly, the project was only successful if its outcomes can provide a model for similar evaluation projects in other regions.

The project demonstrated that locally directed--state assisted evaluation efforts can be successfully carried out on a regional basis. The emphasis on product oriented, vocational centered evaluations with local involvement and local objectives led to the development of a viable model for the evaluation of vocational education programs statewide. The objectives of VEEP were found to be realistic, and the activities carried out were beneficial to those involved.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The state project staff has concluded that the Central Kentucky Vocational Education Evaluation Project demonstrated that locally directed--state assisted evaluation projects can and should be carried out in Kentucky. The public, asking for accountability from educational programs, deserves no less. Consequently, several recommendations for developing and conducting such evaluation efforts are presented.

PLANNING THE EFFORT

It is recommended that sufficient time be spent in planning the evaluation effort. VEEP got a late start due to delayed funding. As a result, several schools were unable to participate. Projects the nature of VEEP should not be carried out unless a maximum number of schools are involved. Effective planning can eliminate problems of this type.

STATE ASSISTANCE

It is recommended that the Kentucky State Department of Education, through appropriate channels, provided assistance to those regions who are willing to undertake a comprehensive evaluation effort. One kind of assistance provided should be in the form of expertise gained by State Department personnel through their participation in the VEEP activities. In addition, such financial assistance as is available should be offered.

LOCAL DIRECTION

Since representatives from each of the vocational education regions in the state attended VEEP workshops and meetings, it is recommended that these persons assume leadership roles in initiating evaluation projects within the regions. It is further recommended that the VEEP scheme of using personnel within each school or school system as local project directors be followed. It is recommended that these persons be released, at least part-time, from other duties so that they can give adequate attention to the evaluation effort.

Local Involvement

It is the feeling of those who participated in VEEP that the involvement of teachers, students, and citizens at the local level is essential to an effective evaluation effort. It is recommended that local evaluation teams form and use advisory committees in their evaluation endeavors. Each of these groups should have input to the evaluation activities. Their input should be much more than just to the development of mailing lists or similar activities. Their interests and needs should be assessed and incorporated into the effort.

The Educational Effort

It is recommended that regional educational meetings be held so that local personnel responsible for evaluation activities can gain the background they need for the job. The use of outside consultants, personnel from state colleges and universities, State Department personnel, and local personnel who are qualified is recommended. Workshops concerned with evaluation procedures and development of objectives should be organized and conducted.

Attention must also be given to educating students and citizens about the purpose of evaluation. Through open meetings and the use of various news media, the evaluation effort can be made less threatening and support for the activities can be gained.

Focus for Evaluation

The evaluation efforts in regions across the state should be product oriented. The product of the educational program is its important aspect. More specifically, what happens to the possessor of the products gained in the educational system should be the concern. A product-oriented evaluation scheme centers around the development of goals and objectives for a vocational education program which is based on a philosophy of vocational education.

If a product oriented evaluation effort is worthwhile, there must be measurable, behaviorally stated objectives for the programs. It is recommended that educators take whatever steps are necessary to assure that behavioral objectives are stated for vocational education programs. If this requires inservice workshops for local staff members, then those workshops should be conducted. It is only after objectives have been developed that a product-oriented evaluation can be conducted.

STUDIES

An evaluation effort must rely on the analysis of various types of data. The data comes chiefly from studies of present and former students and studies of employment opportunities in the area served by the programs under consideration. It recommended that follow-up studies of former students, interest and need assessments of present students, and employment studies of the region be conducted.

Based on experiences encountered in VEEP, the conclusion was reached that the instruments used for data collection in VEEP are appropriate for similar studies. The use of OVIS to assess student's vocational interests, the former student follow-up instrument to determine what has happened to former students, the PRIDE instrument for assessing parental and student opinion of vocational programs, and the other special instruments mentioned earlier is therefore recommended. Help in analyzing data can be made available from the State Department of Education, Bureau of Vocational Education.

MONITORING

Those persons in leadership roles in regional and local program evaluation efforts should monitor those efforts closely. Close coordination of the various evaluation activities in essential. Local evaluation leaders must have the time and resources to monitor activities closely. This is the basis for the recommendation for school-released time for project personnel.

It is recommended that local evaluation leaders establish clear-cut lines of communications among all those involved in the effort. Interviews, site visits, phone calls, letters, and written reports should probably all be used in the monitoring effort.

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APPENDIXES

APPENDIX A

PROJECT ORIENTATION LETTER

It is our pleasure to announce a project in which we believe you will be greatly interested and in which we expect considerable dividend for vocational education personnel at the local and State levels. The accountability of all programs of education is an issue of concern for citizens, students, and educators. We are pleased to announce the funding of a pilot project of evaluating local and regional public programs of vocational education in the Central Vocational Region of Kentucky for 1970-71.

This project will be administered through the Kentucky Research Coordinating and State Program Evaluation Units for Vocational Education. The project director will be Dr. Floyd L. McKinney, Assistant Professor, Kentucky Research Coordinating Unit, and the assistant project directors will be Dr. Alfred J. Mannebach, Assistant Professor, Kentucky Research Coordinating Unit, and C. O. Neel, Coordinator of State Program Evaluation.

The project emphasizes the use of local staff--citizens, students, faculty and administrators--with the assistance of State staff and outside consultants in determining local philosophy and objectives, developing and using appropriate evaluation procedures and techniques for assessing the extent of achievement of the objectives, and in developing conclusions and recommendations based on the evaluation findings.

We are hopeful that each public school system in the Central Kentucky Region will participate in this most important effort. Dr. McKinney, Dr. Mannebach, or Mr. Neel will be in contact with you in the near future to schedule an appointment with you in your office so that they can further explain the project. They are also planning an orientation meeting for chief administrators and local project leaders on September 10, 1970. We urge your attendance and cooperation.

If you desire further information, please contact Dr. McKinney or Dr. Mannebach at the KRCU, 152 Taylor Education Building, University of Kentucky 40506 phone (502) 258-9000, Extension 2771, Station 335 or Mr. C. O. Neel, Bureau of Vocational Education, Frankfort, Kentucky 40601 phone (502) 564-4426.

We sincerely hope you look forward with great enthusiasm to participating in this most worthwhile project.

Very truly yours,

Wendell P. Butler
Superintendent of Public Instruction

Carl F. Lamar
Assistant Superintendent for Vocational Education

APPENDIX B

ORIENTATION MEETING ROSTER

Orientation Meeting
September 10, 1970

Roster

Ben Abraham
John Adams, Jr.
Charles Aebersold
Andrew Bird
Sandra Jo Bradley
Mark Brown
Ray Brown
Kenneth Carter
Richard Cates
Lorraine Darley
James Disney
Arsenio Espinoza
Joe Gormley
Steven Gyuro
Stokley Hall
Jack Hatfield
A. T. Hensley
Roberta Hill
Victor Johnson
Kenneth King
Carl F. Lamar
Joyce Logan
Jack McElroy
James McGown
Douglas McKinley
Fred Martin
Leroy Martin
W. C. Montgomery
Elmer Moore
Mary Elizabeth Moore
Lester Mullins
Eddie Murphy
C. O. Neel
Dorotha Oatts
Charles Oglesby
Walden Penn
Robert Pike
Junior Poling
Robert Prater
Virginia Pratt
Tom Radford
Bronelle Skaggs
Edward Thomas
Mary Bell Vaughan
Billy Vice
Christine Wallace
James West
Howard Whitehead
Jim Wilds

APPENDIX C

ORIENTATION MEETING PROGRAM

PROGRAM

ORIENTATION MEETING

CENTRAL KENTUCKY
VOCATIONAL EDUCATION EVALUATION PROJECT

Carnahan House
University of Kentucky
Lexington, Kentucky

September 10, 1970

9:30 a.m.	Registration Coffee and Rolls
10:00 a.m.	Introductory Remarks - Floyd L. McKinney
10:10 a.m.	Welcome - Carl Lamar Importance and Need for Vocational Education Evaluation
10:30 a.m.	The Central Kentucky Vocational Education Evaluation Project - Floyd L. McKinney - Alfred J. Mannebach - C. O. Neel
12:00 noon	Lunch at Carnahan House
1:30 p.m.	Roles, Relationships and Responsibilities of Participating Schools and the Bureau of Vocational Education - Floyd L. McKinney - Alfred J. Mannebach - C. O. Neel
2:30 p.m.	Questions and Answers
3:00 p.m.	Adjourn

APPENDIX D

MEMORANDUM OF AGREEMENT

MEMORANDUM OF AGREEMENT

The Kentucky Bureau of Vocational Education and the _____ School District, City of _____, State of Kentucky agree in principle via this memorandum, rather than a legal contract, to conducting a research program in vocational education.

The research activity to which this memorandum pertains is supported by a grant from the Kentucky Bureau of Vocational Education and by the local school.

Both the Kentucky Bureau of Vocational Education and the _____ School District agree to carry out the research effort beginning September, 1970, and continuing at least through June, 1971. The personnel at the Kentucky Bureau of Vocational Education and at the _____ School District recognize that each should be free to suggest modification of this research program at any time and that either may withdraw at any time.

The responsibilities of the participants in this research endeavor are shown on the attachment.

All research data and reports are confidential and the property of the Kentucky Bureau of Vocational Education until formally released by the Project Director in conformity with the regulations of the Kentucky Bureau of Vocational Education.

/S/ _____ /S/ _____

Carl F. Lamar
Assistant Superintendent
Bureau of Vocational Education
State Department of Education
Frankfort, Kentucky

Superintendent or authorized Representative
School _____
City _____

Local director of the project:

Name _____

Position _____

Home Address _____
Street City Zip

School Address _____
Street City Zip

Phones: School _____
(Area Code) (Number)

Home _____
(Area Code) (Number)

Assistant director of the project:

Name _____

Position _____

Home Address _____
Street City Zip

School Address _____
Street City Zip

Phones: School _____
(Area Code) (Number)

Home _____
(Area Code) (Number)

State Project Staff:

Director:

Floyd L. McKinney
152 Taylor Education Building
University of Kentucky
Lexington, Kentucky 40506
Phones: Office - 606-258-4946
Home - 606-266-4177

Assistant Directors:

C. O. Neel
Bureau of Vocational Education
State Department of Education
Frankfort, Kentucky 40601
Phones: Office - 502-564-4426
Home - 606-873-4862

Alfred J. Mannebach
152 Taylor Education Building
University of Kentucky
Lexington, Kentucky 40506
Phones: Office - 606-285-5640
Home - 606-278-8238

APPENDIX E

WORKSHOP EVALUATION FORM

OBJECTIVES WORKSHOP EVALUATION SCALE

Please circle the number indicating your present position.

1. Regional Evaluation Task Force
2. Bureau of Vocational Education, Frankfort
3. Instructional Materials Laboratory
4. Research Coordinating Unit
5. Other _____
   (Specify)

Part I - Directions:

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. You are offered five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one number following each statement. Please answer all statements.

Example:

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
The city needs to improve garbage collection schedules	5	(4)	3	2	1

This person feels in no uncertain terms that garbage collection schedules are inadequate.

Statements	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. The purposes of this workshop were clear to me	5	4	3	2	1
2. The objectives of this workshop were not realistic	5	4	3	2	1
3. Specific purposes made it easy to work efficiently	5	4	3	2	1
4. The participants accepted the purposes of this workshop	5	4	3	2	1
5. The objectives of this workshop were not the same as my objectives . . .	5	4	3	2	1
6. I didn't learn anything new	5	4	3	2	1

Statements	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
7. The material presented was valuable to me	5	4	3	2	1
8. I could have learned as much by reading a book	5	4	3	2	1
9. Possible solutions to my problems were considered	5	4	3	2	1
10. The information presented was too elementary	5	4	3	2	1
11. The speakers really knew their subject	5	4	3	2	1
12. The discussion leaders were not well prepared	5	4	3	2	1
13. I was stimulated to think objectively about the topics presented .	5	4	3	2	1
14. New acquaintances were made which will help in my future work	5	4	3	2	1
15. We worked together as a group . . .	5	4	3	2	1
16. We did not relate theory to practice	5	4	3	2	1
17. The sessions followed a logical pattern	5	4	3	2	1
18. The schedule was too fixed	5	4	3	2	1
19. The group discussions were excellent	5	4	3	2	1
20. There was very little time for informal conversation	5	4	3	2	1
21. I did not have an opportunity to express my ideas	5	4	3	2	1
22. I really felt a part of this group	5	4	3	2	1
23. My time was well spent	5	4	3	2	1
24. The program met my expectations . .	5	4	3	2	1
25. I have no guide for future action .	5	4	3	2	1
26. Too much time was devoted to trivial matters	5	4	3	2	1

Statements	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
27. The information presented was too advanced	5	4	3	2	1
28. The content presented was not applicable to occupational programs . .	5	4	3	2	1
29. Workshops of this nature should be offered again in future years . . .	5	4	3	2	1
30. Workshops such as this will contribute little to my work	5	4	3	2	1
31. The research findings presented were useful to me in my job	5	4	3	2	1
32. The references available to participants were not appropriate	5	4	3	2	1

APPENDIX F

CONFERENCE ON PERFORMANCE OBJECTIVES

CONFERENCE ON PERFORMANCE OBJECTIVES

Central Kentucky
Vocational Education Evaluation Project

November 10, 1972
Alumni House
Kentucky State College
Frankfort, Kentucky

November 11, 1970
Burrier Building
Eastern Kentucky University
Richmond, Kentucky

CONFERENCE ON PERFORMANCE OBJECTIVES

PROGRAM

8:30 - 9:00 a.m. - Registration - Coffee

Presiding - Floyd L. McKinney

9:00 a.m.- Need and Importance of Performance Objectives - C. O. Neel

9:15 a.m.- Filmstrip and Tape - Introduction to Basic Principles

9:45 a.m.- Filmstrip and Tape - General Goals, Affective and Cognitive Objectives

10:15 a.m.- Small Group Meetings

11:30 a.m.- Filmstrip and Tape - Main Components of an Objective: Behavioral Terms, Conditions, Standards

12:00 Noon- Lunch

1:00 p.m.- Writing Program Objectives - Alfred J. Mannebach

1:30 p.m.- Small Group Meetings

3:00 p.m.- Break

3:15 p.m.- Instructional Objectives, Program Objectives and Evaluation Plan Objectives - Floyd L. McKinney

3:30 p.m.- Adjourn

APPENDIX G

PROGRESS REVIEW MEETING

PROGRESS REVIEW MEETING

Central Kentucky
Vocational Education Evaluation Project

9:30 a.m.

March 9, 1971

Central Kentucky
Area Vocational School
Vo-Tech Drive
Lexington, Kentucky

PROGRESS REVIEW MEETING

Presiding - Claude Howard

9:30 a.m. - Welcome, Introduction of Guests

- Group Discussions

  -Ohio Vocational Interest Survey - Kyle Ramey
  -Parental Survey - Alfred J. Mannebach
  -Manpower Studies - C. O. Neel and Claude Howard
  -Advisory Committees - Floyd L. McKinney

10:30 a.m. - Group Meetings

12:00 Noon - Lunch

Presiding - Kyle Ramey

1:00 p.m. - Reports from Group Meetings

  -Clayton P. Omvig
  -Christine Wallace
  -William Bearden

1:20 p.m. - Analyzing and Interpreting Data

  -C. O. Neel
  -Kyle Ramey
  -Alfred J. Mannebach
  -Floyd L. McKinney

2:20 p.m. - Comments and Observations

  -John Coster

2:40 p.m. - Problems and Concerns

- Plans for the Future

3:00 p.m. - Tour of Facilities (optional)

GROUP MEETING ASSIGNMENTS

Progress Review Meeting

March 9, 1971

GROUP A

Group Leader - Claude Howard
Resource Person - C. O. Neel
Reporter - Clayton P. Omvig

Anderson County Schools
Frankfort Independent Schools
Franklin County Extension Center
Jessamine County Schools
Scott County Schools
Woodford County Schools

GROUP B

Group Leader - Kyle Ramey
Resource Person - Floyd L. McKinney
Reporter - William Bearden

Bourbon County Schools
Central Kentucky Area
Vocational School
Clark County Extension Center
Fayette County Extension Center
Fayette County Schools
Harrison County Extension Center

GROUP C

Group Leader - Arthur Corns
Resource Person - Alfred J. Mannebach
Reporter - Christine Wallace

Danville School of Nursing
Garrard County Extension Center
Harrodsburg Extension Center
Lincoln County Schools
Madison County Extension Center
Mercer County Schools

APPENDIX H

CONSULTANT ASSIGNMENTS

Central Kentucky

Vocational Education Evaluation Project

CONSULTANT ASSIGNMENTS

Floyd L. McKinney

Central Kentucky Area Vocational School
Fayette County Extension Center
Fayette County Public Schools
Jessamine County Public Schools
Scott County Public Schools
Woodford County Public Schools

Alfred J. Mannebach

Danville School of Practical Nursing
Bourbon County Public Schools
Clark County Extension Center
Garrard County Extension Center
Harrison County Extension Center
Lincoln County Public Schools
Madison County Extension Center

C. O. Neel

Anderson County Public Schools
Frankfort Independent Schools
Franklin County Extension Center
Harrodsburg Extension Center
[illegible] County Public Schools

APPENDIX I

FOLLOW-UP OF FORMER STUDENTS

FOLLOW-UP OF FORMER STUDENTS

WE NEED YOUR HELP

DIRECTIONS: Please read each question carefully. Select the correct answer and place an "X" type check mark in the space provided. Please do not omit any questions. Check only one answer for each question.

1. How many full time jobs have you had since leaving school?

__ 1. None
__ 2. One
__ 3. Two
__ 4. Three
__ 5. Four
__ 6. Five or more

2. Title of your first full-time job:

_____

3. After leaving school, were you able to obtain full-time employment as soon as you expected?

__ 1. Yes
__ 2. No

4. How long after leaving school did it take until you obtained a full-time job?

__ 1. Began prior to leaving school
__ 2. Less than one week
__ 3. One to two weeks
__ 4. Three to four weeks
__ 5. Five to eight weeks
__ 6. Nine to sixteen weeks
__ 7. Seventeen to twenty-four weeks
__ 8. More than twenty-four weeks
__ 9. No full-time job

5. If it took longer than you expected to find a full-time job, which one of the following reasons best describes what you think was the most important reason?

__ 1. Found a full-time job as soon as I expected
__ 2. No jobs available in the community
__ 3. Wasn't interested in the jobs available
__ 4. Parents wanted me to stay at home
__ 5. Lacked skills or other qualifications for the jobs available
__ 6. Was too young
__ 7. Got married
__ 8. Went to college
__ 9. Other (specify) _____

6. In taking your first full-time job, which one of the following was most important to you?

__ 1. Earning money to go to school
__ 2. Working conditions
__ 3. Job Security
__ 4. Importance of work
__ 5. Opportunity for promotion
__ 6. Personal interest
__ 7. Salary
__ 8. Have never held a full-time job
__ 9. Other (specify) _____

7. Do you have a disability or health condition that limits your employability?

__ 1. Yes
__ 2. No

8. How many miles from your parent's home was the location of your first full-time job?

__ 1. 0-50 miles
__ 2. 51-100 miles
__ 3. 101-150 miles
__ 4. 151-200 miles
__ 5. 201-250 miles
__ 6. 251 miles or more

9. How well did your education prepare you for your first job?

__ 1. Exceptionally well-prepared
__ 2. On the whole, well-prepared
__ 3. On the whole, not too well-prepared
__ 4. Very poorly prepared

10. If your first full-time job was not in the area you studied in school, why was it not in that area?

__ 1. Tried, but couldn't find a job
__ 2. Couldn't get into apprentice program
__ 3. Better type job came along first
__ 4. Didn't want that type of work
__ 5. Instructor advised against it
__ 6. Other reason: (Explain) _____

11. If you left your first full-time job, what was the main reason for your leaving the job?

__ 1. I am still employed in first full-time job
__ 2. Laid off (lack of work)
__ 3. Laid off (other reason)
__ 4. Quit (wanted more money)
__ 5. Quit (disliked type of work)
__ 6. Quit (disliked work conditions)
__ 7. Quit (no future in it)
__ 8. Quit (no other reason)
__ 9. To get married

12. What was your starting pay (before deductions) on your first full-time job after leaving school?

__ 1. Under $50 per week
__ 2. $51-$75 per week
__ 3. $76-$100 per week
__ 4. $101-$125 per week
__ 5. $126 and over per week

13. What is your present job title:

_____

14. What is your pay (before deductions) on your present job?

__ 1. Under $50 per week
__ 2. $51-75 per week
__ 3. $76-$100 per week
__ 4. $101-$125 per week
__ 5. $126-$150 per week
__ 6. $151-$175 per week
__ 7. $176 and over per week

15. Considering all of your occupational experience since leaving school, how well do you feel your school prepared you?

__ 1. Well prepared
__ 2. Satisfactorily prepared
__ 3. Inadequately prepared

16. To what extent did the school prepare you to work with your supervisors, co-workers, and subordinates?

__ 1. Excellent preparation
__ 2. Adequate preparation
__ 3. Some preparation
__ 4. Little preparation
__ 5. No preparation

Please rate your former school frankly on items 17 through 25.

		Excellent	Good	Fair	Poor
17.	Quality of vocational instruction	☐ 1	☐ 2	☐ 3	☐ 4
18.	Quality of academic instruction	☐ 1	☐ 2	☐ 3	☐ 4
19.	Physical condition of school	☐ 1	☐ 2	☐ 3	☐ 4
20.	Physical condition of shops/labs	☐ 1	☐ 2	☐ 3	☐ 4
21.	Teacher interest in students	☐ 1	☐ 2	☐ 3	☐ 4
22.	Student guidance/ counseling	☐ 1	☐ 2	☐ 3	☐ 4
23.	Job placement of former students	☐ 1	☐ 2	☐ 3	☐ 4
24.	Availability of vocational programs	☐ 1	☐ 2	☐ 3	☐ 4
25.	Information about job opportunities	☐ 1	☐ 2	☐ 3	☐ 4

26. If vocational programs in the following areas had been available in your school, which one do you now think you should have taken?

__ 1. Agricultural Occupations
__ 2. Business/Office Occupations
__ 3. Distributive Occupations
__ 4. Health Occupations
__ 5. Home Economics Occupations
__ 6. Technical/Technician Occupations
__ 7. Trade/Industrial Occupations
__ 8. Other (Please Specify) _____

27. How well do you like your present job?

__ 1. Like
__ 2. Neither like nor dislike
__ 3. Dislike

28. How long do you plan to stay in your present type of work?

__ 1. I plan to make it a career
__ 2. Presently, I have no plans to change
__ 3. Probably a few years
__ 4. I want to change soon

29. How much of the time are you satisfied with your job?

__ 1. Most of the time
__ 2. A good deal of the time
__ 3. About half of the time
__ 4. Occasionally
__ 5. Seldom

30. How do you feel about changing your job?

__ 1. I would quit this job if I had anything else to do.
__ 2. I would take almost any other job in which I could earn as much as I am earning here.
__ 3. This job is as good as the average, and I would just as soon have it as any other for the same money.
__ 4. I am not eager to change jobs but would do so if I could make more money.
__ 5. I do not want to change jobs even for money because this is a good one.

31. If you have moved from the community where you lived when you left school, about how long after you left school did you move?

__ 1. Have not moved
__ 2. Within one month
__ 3. Two to six months
__ 4. Seven to twelve months
__ 5. More than twelve months

32. If you moved from the community where you lived when you left school, why did you move? (Check the major reason)

__ 1. Have not moved
__ 2. To take a job
__ 3. To seek a job
__ 4. Parents moved
__ 5. Got married
__ 6. Military service
__ 7. Go to school

33. What is the highest number of hours you have completed at a postsecondary vocational school?

__ 1. None
__ 2. 1320 hours
__ 3. 2640 hours
__ 4. Other (please specify) _____

34. What is the highest year of college you completed?

__ 1. None
__ 2. 1 Year
__ 3. 2 Years
__ 4. 3 Years
__ 5. 4 Years
__ 6. 5 Years
__ 7. 6 Years

35. What college, university, or schools have you attended since leaving school?

__ 1. None
If none, please go to question No. 38.
__ 2. Community college or junior college
__ 3. Four-year college or university
__ 4. Military services
__ 5. Trade or business school (public and private)
__ 6. Adult classes
__ 7. Area vocational schools
__ 8. Company course or school
__ 9. Other (please specify) _____

36. If, since leaving school, you have attended or are now enrolled at a school, please check your field of study.

__ 1. Agricultural Occupations
__ 2. Business/Office Occupations
__ 3. Distributive Occupations
__ 4. Health Occupations
__ 5. Home Economics Occupations
__ 6. Technical/Technician Occupations
__ 7. Trade/Industrial Occupations
__ 8. Other (please specify) _____

What was (is) your specific course of study? _____

37. Did you successfully complete the program you checked in the last question?

__ 1. Yes
__ 2. No

38. In what area would you be interested in obtaining more occupational education?

__ 1. Agricultural Occupations
__ 2. Business/Office Occupations
__ 3. Distributive Occupations
__ 4. Health Occupations
__ 5. Home Economics Occupations
__ 6. Technical/Technician Occupations
__ 7. Trade/Industrial Occupations
__ 8. None
__ 9. Other (please specify) _____

39. I am

__ 1. Single
__ 2. Married
__ 3. Other

THANK YOU FOR HELP

APPENDIX J

FOLLOW-UP OF FORMER HOME ECONOMICS STUDENTS

FOLLOW-UP OF FORMER
HOME ECONOMICS STUDENTS

1. How many years of Home Economics did you complete in high school?

   __ 1. less than 1 year
   __ 2. one
   __ 3. two
   __ 4. three
   __ 5. four

2. If you completed one year or less of home economics in high school, why?

   __ 1. dropped out of school
   __ 2. only 1 year required
   __ 3. disliked home economics
   __ 4. did not have time in schedule
   __ 5. got a job

3. How well did your home economics classes prepare you for your role as homemaker?

   __ 1. exceptionally well-prepared
   __ 2. on the whole, well-prepared
   __ 3. on the whole, not too well-prepared
   __ 4. very poorly prepared

4. Have you held a full-time job outside the home as well as being a homemaker?

   __ 1. Yes
   __ 2. No

5. Have you held a part-time job outside the home as well as being a homemaker?

   __ 1. Yes
   __ 2. No

6. What is your reason for working outside the home?

   __ 1. additional income
   __ 2. bored at home
   __ 3. enjoy working

7. If you do not have a full-time job outside the home what are the reasons? Check all that apply.

__ 1. I am married and do not want a job
__ 2. My husband does not want me to take a job
__ 3. I have not been able to get a job
__ 4. I do not have job skills
__ 5. I have not tried to get a job
__ 6. I have small children at home

8. How well did your home economics classes prepare you for a dual role of homemaker-wage earner?

__ 1. well-prepared
__ 2. satisfactorily prepared
__ 3. inadequately prepared

9. If you are employed outside the home, what do you do?

__ 1. secretary
__ 2. sales clerk
__ 3. cashier
__ 4. If other specify: _____

10. What are your major homemaking problems, if working outside the home?

__ 1. managing time
__ 2. care of children
__ 3. managing income
__ 4. help with housework
__ 5. husband objects
__ 6. making decisions
__ 7. tired

11. What are your major homemaking problems, if not working outside the home?

__ 1. managing time
__ 2. care of children
__ 3. managing income
__ 4. help with housework
__ 5. husband objects
__ 6. making decisions
__ 7. tired

12. If you are employed outside the home, who cares for your children while you work?

__ 1. no children
__ 2. relatives
__ 3. employed help in the home
__ 4. neighbor
__ 5. husband
__ 6. Child Care Center Worker

13. If you are employed outside the home, where are your children while you work?

__ 1. no children
__ 2. own home
__ 3. home of person providing care
__ 4. Day Care Center
__ 5. Nursery School
__ 6. Kindergarten

14. If you work away from home, have you used home economics knowledge and skills on the job?

__ 1. Yes
__ 2. No

Specify skills used: _____

15. What additional helps do you wish you had received in high school home economics classes?

__ 1. food for family
__ 2. managing time, energy, money
__ 3. care of children
__ 4. home furnishings and equipment
__ 5. laundering
__ 6. others specify: _____

16. If courses had been available to prepare you for a home economics related job, which course do you think you would have taken?

__ 1. Food Services - (waitress, hostess, cook, food supervisor)
__ 2. Child Care Services - (nursery school or day care aide)
__ 3. Clothing Services - (seamstress, alterationist)
__ 4. Home and Community Services - (housekeeping aide, hotel-motel aide)
__ 5. Home Furnishings Services - (drapery maker, decorator assistant)

17. Has your study of home economics had an effect upon your relationships with your parents, husband, brothers, sisters, children, friends?

__ 1. Yes, a lot
__ 2. Yes, some
__ 3. No

18. Has your study of home economics helped you make satisfying decisions?

__ 1. most of the time
__ 2. some of the time
__ 3. no

19. Please rate the Home Economics program on the following items.

	Excellent	Good	Fair	Poor
department equipment for teaching all phases of HE	__	__	__	__
department appearance	__	__	__	__
teacher interest in students	__	__	__	__
instruction based on student needs	__	__	__	__
students participate in planning	__	__	__	__
up-to-date class instruction	__	__	__	__
class activities were interesting	__	__	__	__

20. To what extent did you have an opportunity to develop knowledge and skill in the home economics areas in your parents' home?

	Much	Some	Little
managing a home	____	____	____
caring for the home	____	____	____
feeding the family	____	____	____
caring for children	____	____	____
clothing the family	____	____	____
caring for illness in family	____	____	____
managing the income	____	____	____

21. If married, when did you marry?

__ 1. below age 16
__ 2. during high school
__ 3. first year after leaving school

22. If married, how many children do you have?

__ 1. none
__ 2. expecting
__ 3. one
__ 4. two

23. Where do you live?

__ 1. on farm
__ 2. in rural area
__ 3. in city
__ 4. if other than Kentucky, give state: _____

24. What type of residence do you live in?

__ 1. Room
__ 2. Apartment
__ 3. House (rented)
__ 4. House (owned)
__ 5. House (buying)
__ 6. Mobile home
__ 7. With relatives

25. What is your family annual income level?

__ 1. less than $3,000
__ 2. $3,000-$6,000
__ 3. $6,000-$10,000
__ 4. over $10,000

26. Have you been enrolled in adult homemaking classes since you left school?

__ 1. none
__ 2. one
__ 3. two or three
__ 4. more than three

27. Were you a member of the Future Homemakers of America organization?

__ 1. No
__ 2. One year
__ 3. Two years
__ 4. Three years
__ 5. Four years

APPENDIX K

VEEP - NEWS AND VIEWS NEWSLETTER

News and Views

CENTRAL KENTUCKY VOCATIONAL EDUCATION EVALUATION PROJECT

SPONSORED BY KENTUCKY STATE DEPARTMENT OF EDUCATION, BUREAU OF VOCATIONAL EDUCATION
PROJECT OFFICE 152 TAYLOR EDUCATION BUILDING, UNIVERSITY OF KENTUCKY, LEXINGTON, KENTUCKY 40506
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VEEP STAFF

Director
Dr. Floyd L. McKinney

Assistant Directors
Dr. Alfred J. Mannebach
C. O. Neel

CENTRAL KENTUCKY VOCATIONAL EDUCATION REGIONAL STAFF

Superintendent
Claude Howard

Coordinators
Walter Brown
Arthur Corns

Counselor
Kyle Ramey

Vol. I, No. 1 November 2, 1970

WHAT IS VEEP?

The Central Kentucky Vocational Education Evaluation Project (VEEP) is a pilot program designed to assist local educators evaluate secondary and post-secondary programs of vocational education. The project is sponsored by the Kentucky State Department of Education, Bureau of Vocational Education. The Central Kentucky Area Vocational School, eight vocational extension centers, and eight secondary school systems in the Central Kentucky Region are participating in the project.

Dr. Floyd L. McKinney, Assistant Professor, Kentucky Research Coordinating Unit for Vocational Education, College of Education, University of Kentucky, is the director of the project. Dr. Alfred J. Mannebach, Assistant Professor, KRCU, College of Education, University of Kentucky, and C. O. Neel, Coordinator of State Program Evaluation for Vocational Education, are the assistant project directors.

The purpose of the pilot program is to identify and try-out procedures and techniques of evaluation in local schools in the Central Kentucky Region. Evaluation activities proven successful in the pilot program will be initiated in other regions of Kentucky in the future. The concept of vocational education evaluation being tested is: Can local educators effectively evaluate local programs of vocational education after having received instruction in evaluation methods through inservice workshops and consultant assistance?

Two persons from each of the cooperating schools have been appointed by the chief school administrator as local project leaders. The local project leaders have been participating in inservice educational workshops and conferences to prepare to conduct evaluations in their local school systems. Staff committees composed of vocational educators, general educators, guidance counselors and administrative personnel will assist in conducting the evaluations in the participating schools. Citizens advisory committees for the evaluation project will be involved to provide the viewpoint of parents, employers, and local citizens. The viewpoint of students will also be con-

sidered. The local project leaders are responsible for coordinating the evaluation activities and providing leadership to the evaluation effort in their school system.

The procedures and techniques for evaluating local programs of vocational education emphasized in VEEP are based upon the research conducted by Dr. Harold M. Byram, Professor of Education, Michigan State University, East Lansing. Under Dr. Byram's direction, three Michigan schools conducted local evaluations from 1963-65 as pilot projects, ten Michigan schools participated in 1966-67 as demonstration schools and twenty school systems in four states cooperated in the third project.

The objectives of the Central Kentucky Vocational Education Evaluation Project are:

1. To try-out and demonstrate an evaluation procedure to determine whether or not the secondary and post-secondary programs of vocational education in Central Kentucky Region are fulfilling the stated objectives,

2. To develop state and local leadership competencies needed to evaluate programs of vocational education.

3. To identify new or improved procedures for assisting schools in conducting program evaluations.

4. To enable vocational education personnel in the local and regional schools to be more proficient in:

   a) identifying community and individual needs,

   b) writing a vocational education philosophy,

   c) writing instructional and program objectives in performance terms,

   d) identifying the essential elements of a product-oriented program evaluation effort,

   e) writing a product oriented evaluation plan for their local and/or regional program of vocational education,

   f) organizing and using a citizens advisory committee,

   g) developing and administering follow-up instruments according to successful practices as evidenced by research,

   h) analyzing data and developing recommendations based upon the analysis of data, and

   i) using evaluation findings as a basis for program improvement and program planning.

Evaluation Philosophy

There are two primary reasons to evaluate programs of vocational education. The first is to determine the degree to which the pre-determined objectives of the program are being attained. If everyone concerned accepts the objectives of the program and the program is accomplishing its objectives, little or no change in the program is needed. If, on the other hand, the program is not meeting its objectives, three factors must be considered. A change in the program is essential, a reassessment of the objectives of the program must be made, or different data must be collected. In any event, the outcomes of the program must be evaluated.

A second reason to evaluate programs of vocational education is for program improvement and program planning. Without continuous evaluation, few changes in vocational education programs will result and program improvement will not ensue. In addition, program planning will not be on solid ground unless it is based upon continuous, systematic evaluation.

The evaluation philosophy being emphasized in the Central Kentucky Vocational Education Evaluation Project includes several points of emphasis, many of which have been found successful in the evaluation projects conducted by Dr. Harold M. Byram, Michigan State University.

The first of these is the emphasis on local involvement. Importance is placed on self-evaluation by local citizens, students, and local school professional personnel concerned with the program rather than by outside experts. Local people responsible for and affected by vocational programs do make appraisals of these programs regardless of the information or lack of information they possess for making such evaluations. VEEP focuses on the involvement of local people because they are the ones affected by the program and/or because they are the ones responsible for implementing program changes.

The second point of emphasis in VEEP is the importance of local objectives. Instructional and program objectives will be formulated and/or revised by the local citizens, local school personnel, and students. Objectives will be stated so as to indicate clearly what it is that the person completing the program is expected to be able to do. Emphasis will be on determining the extent to which the vocational education program objectives in the local schools are being attained.

The third focal point in VEEP will be the concentration on product oriented evaluation. The emphasis on product oriented evaluation stresses effectiveness rather than standards of excellence. The competence or success of the output of the program is stressed as contrasted with many previous evaluations which emphasized process elements or ways and means. Product oriented evaluation does not stress comparisons between vocational program areas. The emphasis will be on the product's attainment of the behavior specified by the objectives.

The fourth point of emphasis is that VEEP is vocational centered. The focus will be on the total vocational or occupational education program of the school. All parts of the curriculum having vocational objectives will be considered.

In VEEP, the clinical approach to educational research will be utilized. Attention will be focused on local problems of evaluation and on local initiative and leadership in solving these problems. Local leaders will be provided assistance through inservice workshops and specialized consultant services.

Elements of this system of evaluation which have been found to be important include strong administrative commitment, competent faculty leadership, use of staff and citizen committees, provision of time for faculty and project leaders to perform evaluation tasks, and effective consultant services

VEEP MEETING

The Central Kentucky Vocational Education Evaluation Project was initiated September 10, 1970 at an orientation meeting held at the Carnahan House, University of Kentucky, Lexington. The purpose of the meeting was to orient school administrators and members of the local leadership team to the philosophy and concept of local, self-initiated evaluation. Approximately one-hundred persons attended the meeting.

The first phase of a workshop to prepare local project leaders to conduct the evaluations of vocational education programs in local school systems was held September 21-22, 1970 at the Holiday Inn-North, Lexington. The primary focus of the workshop was to help the participants understand why evaluation is needed, write objectives in performance terms, organize and use citizens advisory committees, develop and use follow-up instruments, and write an evaluation plan. Workshop consultants included Mr. Jerry Butts, Director, Vocational Education, Corunna Public Schools, Corunna, Michigan; Dr. Harold M. Byram, Professor of Education, Michigan State University, East Lansing; Dr. Carl F. Lamar, Assistant Superintendent, Bureau of Vocational Education, Kentucky State Department of Education, Frankfort; and Dr. Gene Love, Associate Professor of Education, University of Missouri, Columbia.

The second phase of the workshop was conducted October 26-27, 1970 at the Carnahan House, University of Kentucky, Lexington. The purpose of the two day workshop was to review the progress of the participating schools to date and to prepare the participants to use data processing, interpret evaluation findings, schedule evaluation activities and implement evaluation results. Consultants for the workshop included Dr. Carl F. Lamar; Dr. William Hull, Research Specialist, The Center for Vocational and Technical Education, The Ohio State University, Columbus; and Dr. Clayton P. Omvig and Dr. Steven J. Gyuro, Assistant Professors, Kentucky Research Coordinating Unit for Vocational Education, College of Education, University of Kentucky, Lexington.

A conference on developing performance objectives and progress review meetings are scheduled as an integral part of the project.

ACTIVITIES OF PARTICIPATING SCHOOLS

In addition to participating in inservice educational workshops on the procedures and techniques of evaluation, local project leaders have been busy in their local schools. Activities include informing staff and administrators about VEEP, organizing the staff committee, identifying and contacting members of the citizens advisory committee on evaluation, and planning for the involvement of students.

Once organized, the staff committee, the citizens advisory committee on evaluation, and students will assist in writing a local evaluation plan. The major elements of the plan will include a description of the local program of vocational education, the objectives of the evaluation effort, the responsibilities and duties of the various committees and the evaluation activities to be accomplished. The plans will serve as guidelines for conducting evaluation activities in the participating local school systems.

EDUCATIONAL INSTITUTIONS

PARTICIPATING IN VEEP

The following educational institutions in the Central Kentucky area are participating in the evaluation project. The local project director and the assistant project director are listed for each institution.

Anderson County Public Schools
Bill W. Rideout and Vernon Sutton

Central Kentucky Area Vocational School
Arthur L. Morgan and Erric Shaffer

Clark County Vocational Education Extension Center
Dover Cornett and William C. Berry

Danville School of Practical Nursing
Moseill B. Jester and Virginia Towles

Fayette County Public Schools
Eddie Murphy

Fayette County Vocational Education Extension Center
Kenneth Blair and Harold Taylor

Frankfort Independent Schools
Alice Samuels and Jim Smith

Franklin County Vocational Education Extension Center
John A. Stallard and Blane Hawkins

Bourbon County Public Schools
George Stewart and Clara McCracken

Garrard County Vocational Education Extension Center
Gabriel U. Gabriel and Charles Thomas

Harrison County Vocational Education Extension Center
William Lockhart and James Plummer

Harrodsburg Vocational Education Extension Center
John C. Thomas and Lawrence Hendren

Jessamine County Public Schools
Portia House and Ann Daugherty

Lincoln County Public Schools
Ralph Estes and Darrell Story

Madison County Vocational Education Extension Center
Donald Turpin and Lowell Brandenburg

Mercer County Public Schools
Walter Rowe and Howard E. Whitehead

Scott County Public Schools
Tom Radford and Victor F. Johnson

Woodford County Public Schools
James C. Wild and Willie Lee Caywood

CONFERENCE ON OBJECTIVES

Two-one day conferences on writing performance objectives will be held for the local leadership team and as many other local staff members as schools would like to have in attendance. These conferences are considered extremely important to the success of the evaluation effort. It is impossible to effectively evaluate the contribution of an educational program if the objectives of that program are not stated in measurable terms. It is hoped that at the end of the conference the participants will be more nearly able to write objectives which identify the behavior students should possess after having been in an educational program, the conditions under which the behavior is to occur, and the criteria of acceptable performance.

The conferences are scheduled for November 10 and November 11. The November 10 meeting will be for those persons associated with vocational education extension centers, the Central Kentucky Vocational School and the State Evaluation Task Force. The November 10 meeting will be held in the Alumni House, Kentucky State College, Frankfort.

The November 11 meeting will be for those persons from county public schools, independent school districts and the Regional Evaluation Task Force. The November 11 meeting will be held in the Burrier Building, Eastern Kentucky University, Richmond.

Both meetings will begin at 9:00 a.m. and adjourn at 3:00 p.m.

PROGRESS REVIEW MEETING

The first VEEP progress review meeting will be held November 20, 1970 in Patterson Office Towers Building on the 18th. Floor. The meeting will begin with coffee at 9:00 a.m. and will adjourn at 3:00 p.m.

The major purposes of the progress review meeting are to share ideas, problems and successes and to gain additional information on evaluation procedures and techniques from consultants, VEEP staff members and fellow local project leadership team members.

Local Project leadership team members should be prepared to present a report on the status of their evaluation effort. Materials, relating to the evaluation program, produced at the local school should be distributed to fellow local leadership team members if it is thought they would be applicable in other educational institutions.

VEEP CALENDAR OF EVENTS

November 10	Conference on Developing Performance Objectives. Extension Centers. State Evaluation Task Force. Kentucky State College, Alumni House. 9:00 a.m. to 3:00 p.m.
November 11	Conference on Developing Performance Objectives. County and Independent Schools. Regional Evaluation Task Force. Eastern Kentucky University, Burrier Building. 9:00 a.m. to 3:00 p.m.
November 20	Progress Review Meeting.
December 1-9	American Vocational Association Convention, New Orleans.
December 31	Local Project Quarterly Report Due.

APPENDIX L

SUGGESTIONS FOR CONDUCTING A FOLLOW-UP STUDY

CENTRAL KENTUCKY

VOCATIONAL EDUCATION EVALUATION PROJECT

THE MAILING PROCEDURES*

Suggestions for Conducting a Follow-up Study

YOUR GOAL SHOULD BE RESPONSES
FROM ALL OF THE FORMER STUDENTS IN
YOUR TARGET CLASSES

1. Select the target classes. (We have used the 1963 class.)

2. Compile a complete list of former students, current addresses.

3. Use former student social security number or assign a code number to each former student.

4. Type cover letter for first mailing.

5. Prepare envelopes for first mailing: envelopes addressed to former students and stamped return-envelopes addressed to the school.

6. Write social security numbers on questionnaires and be very careful to stuff the questionnaire into the envelopes so that the social security number on the questionnaire is the number assigned to the student to whom the envelope is addressed.

7. Prepare first "thank you reminder cards" for mailing.

8. Make first mailing. The following pattern is suggested at one week intervals

   1st mailing - Questionnaire, cover letter, and return envelope stamped and addressed.
   2nd mailing - First Thank You Reminder Card.
   3rd mailing - Second Request Questionnaire, 2nd cover letter, and return envelope (stamped and addressed).
   4th mailing - Second Thank You Reminder Card

*Adapted from original material developed by Dr. O. Donald Meaders, Michigan State University

Note: Plan the mailing so as to avoid a holiday season. For example:

	Do	Do	Don't
1st mailing	Nov. 2	Jan. 7	Dec. 6
2nd mailing	Nov. 9	Jan. 14	Dec. 13
3rd mailing	Nov. 16	Jan. 21	Dec. 20
4th mailing	Nov. 23	Jan. 28	Dec. 27

9. If some of the envelopes in the first mailing are returned ADDRESS UNKNOWN, it is very important to make every possible effort to locate the current address of the former student. Ask former students, relatives, classmates--anyone who may give you the current address IT IS ESSENTIAL TO HAVE RESPONSES FROM 75% OR MORE OF THE GRADUATES.

10. When the responses are received, carefully check the response against your master list of names and addresses. Indicate by some mark which former students have responded.

11. After one week, mail the first thank you reminder card to all of the persons on the original list, except those for whom no addresses have been located.

12. The second request mailing is made only to those former students who have not responded two weeks after the first mailing. The questionnaires are coded exactly the same as for the first mailing and IN ADDITION, use a red pencil to write "Second request" in the upper right hand corner of the front side of the questionnaire. Be sure to fold the questionnaire so this notation is on the outside fold Be sure to use the second request cover letter.

13. One week later, send the second Thank-You Reminder card to all persons who were on the second request questionnarie mailing.

14. Be neat, orderly, systematic, patient and persistent.

SAMPLE

First Mailing -- Cover Letter

(School Letterhead)

Date

Dear _____:

We are pleased to have an opportunity to contact you regarding your employment since leaving our high school. We are cooperating with all of the other schools in this area and The Kentucky Bureau of Vocational Education to study the needs for vocational and technical education.

Your responses on the enclosed questionnaire will help school staff members make a realistic review of what former students are now doing and what kinds of training programs might be desired. It is not necessary for you to sign your name to the questionnaire since it has been pre-coded for objectivity during analysis.

Please use the enclosed envelope to return the questionnaire immediately. Your cooperation is greatly appreciated.

Sincerely,

Superintendent of Schools or Vocational Teacher

SAMPLE

Second Mailing--First Thank You Reminder Card

March 31, 1965

We want to express our thanks for your cooperation in completing the questionnaire recently sent to you. We hope to have some summaries made early in April.

Sincerely,

Superintendent of Schools or
Vocational Teacher

P. S. If you have not yet completed the questionnaire, please complete it and put it in the mail today. Thanks.

SAMPLE

Third Mailing -- Second Request Cover Letter

(School Letterhead)

Date

Dear _____:

The response to our request for information from members of the 1963 class has been most gratifying. The return questionnaires are being analyzed by school staff members and we hope to present a preliminary report within the next three weeks.

Perhaps the first questionnaire we sent to you has been mislaid and so we have enclosed another for your convenience. We hope to have all of our former students respond so that the information will be as complete as possible.

Please use the enclosed envelope to return the completed questionnaire today. Thanks for your cooperation.

Sincerely,

Superintendent of Schools

SAMPLE

Fourth Mailing -- Second Thank You Reminder Card

April 14, 1965

Your cooperation is appreciated. The completed questionnaires have provided the school staff with much valuable information for developing a plan to meet the vocational and technical education needs of youth in our area.

Sincerely,

Superintendent of Schools

P. S. Perhaps your questionnarie is one of the few still not received. We hope it is now in the mail. Thanks.

APPENDIX M

EMPLOYERS' QUESTIONNAIRE

EMPLOYERS' QUESTIONNAIRE

1. How many people do you employ? _____

2. Of your employees, how many were living in the state of Kentucky when they were hired? _____

3. How many of your employees received vocational education? _____

4. Of your employees who received vocational education how many were educated in Kentucky? _____

5. How do your employees who received vocational education compare with the employees who did not receive vocational education? (This calls for a reasonable judgment on your part.)

   __ 5.1 Vocational education graduates needed no on-the-job training.
   __ 5.2 Vocational education graduates needed less on-the-job training than non-graduates.
   __ 5.3 Vocational education graduates and non-graduates are about the same.
   __ 5.4 Vocational education graduates need more on-the-job training.

6. Of your employees, who account for more "output". (Sales, production, etc.)

   __ 6.1 Vocational education graduates
   __ 6.2 Non-graduates

7. Is your company/business fully manned?

   __ 7.1 Yes (Skip to question 9)
   __ 7.2 No

8. In what field do you have difficulty in obtaining employees?

   __ 8.1 Trade or Industrial Occupations
   __ 8.2 Distributive Occupations
   __ 8.3 Health Occupations
   __ 8.4 Agricultural Occupations
   __ 8.5 Technical/Technician Occupations
   __ 8.6 Office/Business Occupations
   __ 8.7 Other (Specify) _____

9. Do you encourage your employees to continue their education?

__ 9.1 Yes
__ 9.2 No

10. Is there any incentive (such as promotion or increased salary) for continuing education?

__ 10.1 Yes
__ 10.2 No

11. What courses or programs of vocational education would you like to see introduced or improved in the Kentucky Vocational Education System? Explain _____
_____

12. What courses would you like to see introduced into the Kentucky Vocational Education System? _____
_____

13. Do you have any type of program aimed at employment of the culturally disadvantaged? (Such as supplementary training programs, recruiting employees from disadvantaged areas, etc.)

__ 13.1 Yes
__ 13.2 No

(If Yes, please explain briefly) _____
_____

In comparison with your other employees, how would you rate your employees who received vocational training? (Questions 14 through 20)

14. Interest in his (or her) work?

__ 14.1 Superior
__ 14.2 Above Average
__ 14.3 Average
__ 14.4 Below Average
__ 14.5 Definitely Inferior

15. Eagerness to learn more about the job.

__ 15.1 Superior
__ 15.2 Above Average
__ 15.3 Average
__ 15.4 Below Average
__ 15.5 Definitely Inferior

16. Willingness to assume responsibility.

__ 16.1 Superior
__ 16.2 Above Average
__ 16.3 Average
__ 16.4 Below Average
__ 16.5 Definitely Inferior

17. Leadership Ability

__ 17.1 Superior
__ 17.2 Above Average
__ 17.3 Average
__ 17.4 Below Average
__ 17.5 Definitely Inferior

18. Attitude toward and cooperation with others.

__ 18.1 Superior
__ 18.2 Above Average
__ 18.3 Average
__ 18.4 Below Average
__ 18.5 Definitely Inferior

19. Attitude toward his/her job.

__ 19.1 Superior
__ 19.2 Above Average
__ 19.3 Average
__ 19.4 Below Average
__ 19.5 Definitely Inferior

20. Regularity of attendance at work.

__ 20.1 Superior
__ 20.2 Above Average
__ 20.3 Average
__ 20.4 Below Average
__ 20.5 Definitely Inferior